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ABSTRACT

This report is the fifth in a series that measures performance of Colorado college students and the state's higher education system. The data are presented at the system level, and cover finances, students, and graduates, and are broken down into the following sectors: public institution totals; a state summary, and then separately by research universities, universities and colleges, specialized medical schools, and community colleges; and local district colleges. The report is organized into eight sections. Text and 12 figures in the "Executive Summary" cover the most significant findings in the current year data; a brief introduction discusses the organization and provenance of the report. Separate sections of summary text and tables provide data on: (1) the system, including academic programs, faculty diversity and salaries, and student-to-faculty ratios; (2) finance, including revenues, appropriations, tuition, and financial aid; (3) students' participation rates, test scores, and enrollment; (4) graduates, by degree granted, by completion rates, and by ethnicity; and (5) projections of future high school graduation rates, population, and enrollment demand. A final section of notes and comments defines sector groupings, range of data years, terms used in the report, and lists the data sources. (CH)

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COLORADO COMMISSION ON HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

SCORECARD ON COLORADO PUBLIC HIGHER EDUCATION

MARCH 1995

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DWAYNE C. NUZUM, EXECUTIVE DIRECTOR

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SCORECARD ON COLORADO PUBLIC HIGHER EDUCATION

How the Public Higher Education System and Its Students Perform on Selected Measures

March 1995

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EXECUTIVE SUMMARY

This *Scorecard* is the fifth annual report of the status of certain aspects of public higher education in Colorado. It was prepared by the Colorado Commission on Higher Education, with the cooperation of the six state higher education governing boards and the four local district colleges. The purpose of the *Scorecard* is to provide educators, public policy makers, and the public with a measurement of the performance of Colorado college students and the higher education system as a whole. Data is provided on the system, finances, students, and graduates.

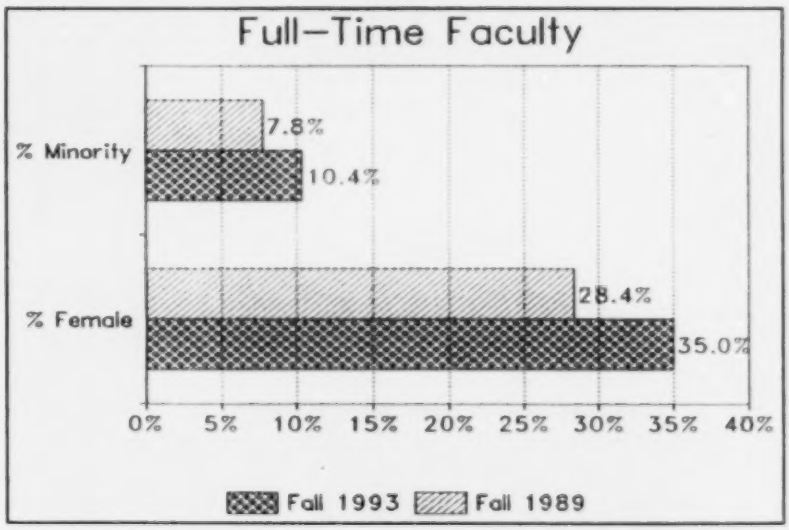
Some of the most significant findings from this year's *Scorecard*, organized by broad subject category, follow.

The System

- The public higher education system offers academic programs throughout the state, especially in the more highly populated counties. Without counting courses delivered through telecommunications or locations where individual coursework is offered, associate degrees are available at 27 sites, baccalaureate degrees at 16 sites, and graduate degrees at 21 sites.

- Faculty diversity has increased in each of the last five years, with both a greater percentage of minorities (10.4 percent) and women (35.0 percent) in fall 1993 than ever before. Figure 1 shows the increased minority and female share of full-time faculty.

Figure 1



- While average salaries of full-time faculty have increased over the last four years, they still are below the averages of peer institutions across the country. In 1992-93, the Research Universities came closest to matching peer averages (1 percent less), and the Community Colleges were the farthest from peer averages (15 percent less).

- The ratios of student FTE to faculty FTE have decreased slightly for undergraduate students, and increased slightly for graduate students over the last five years. These ratios are close to the ratios computed by budget formulae with the exception of vocational courses, where the ratio is less than the formula.

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Finance

- Colorado dropped in the national comparison of total revenue per full-time equivalent student, from 35th among the states and the District of Columbia in 1992-93, to 49th in 1993-94.

- While Colorado dropped in the national comparison, the actual revenue per FTE student continued to increase, up 18 percent over the last five years.

- The overall 18 percent increase in revenue per student is primarily due to tuition increases. Over the last five years, general fund support per FTE student increased about 6 percent, while the increase in tuition income per student was over 30 percent.

Figure 2 and Figure 3 show the distribution of general fund and tuition revenue in 1989-90 and 1993-94. In 1989-90, the general fund was 57 percent of total revenue. In 1992-93, the general fund share decreased to 50 percent, shifting more of the system support to students.

Figure 2

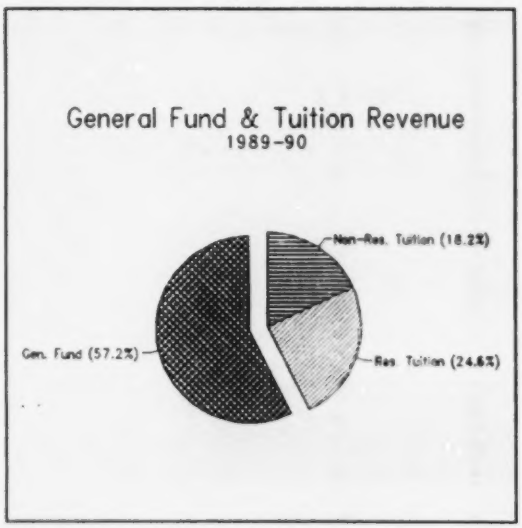
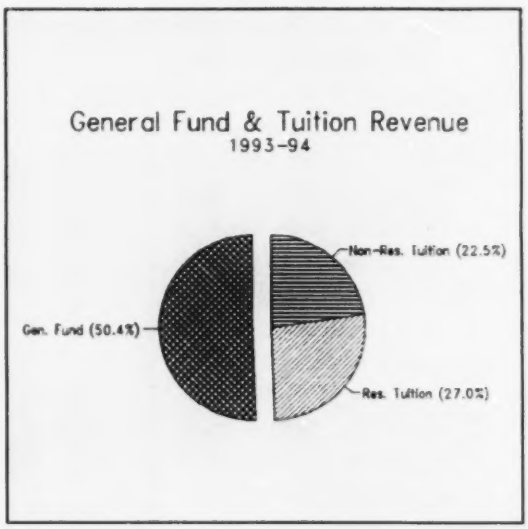


Figure 3



- Total state general fund appropriations to higher education were a little over $425 million in 1993-94. Revenue from tuition income was $228 million for residents and $190 million for non-residents, for a combined total of $418 million. Five years ago, the difference between total tuition revenue and general fund appropriations totalled nearly $100 million.

Figure 4 shows the percent change in revenue per student for the general fund, resident tuition and non-resident tuition. Figure 5 shows the percent change in total revenue for those categories. In each case, the increases in revenue per student are not as high as the increases in total revenue, an indication that enrollment growth during this period exceeded the growth in funds to support that growth.

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Figure 4

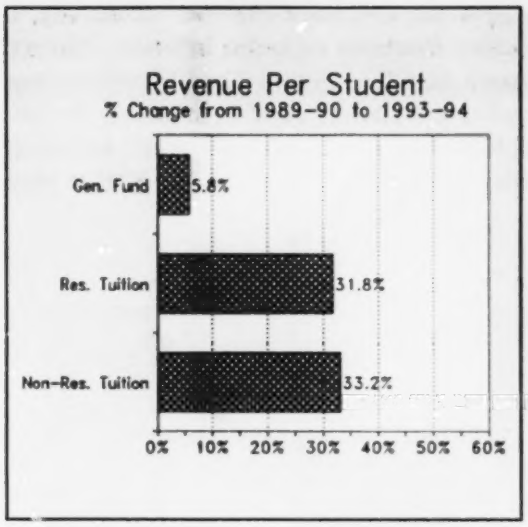

Figure 5

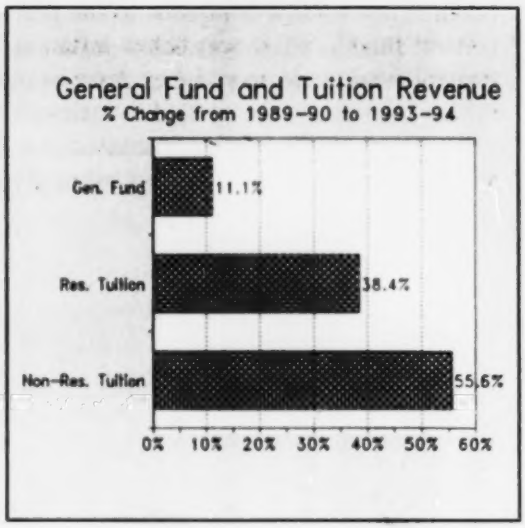

Figure 6 shows the percent change in revenue per student compared to the percent change in the Consumer Price Index (CPI) since 1989-90. Over this period, revenue per student increases were similar to inflation, slightly over in 1990-91 and 1992-93, and slightly under in 1991-92 and 1993-94.

Figure 6

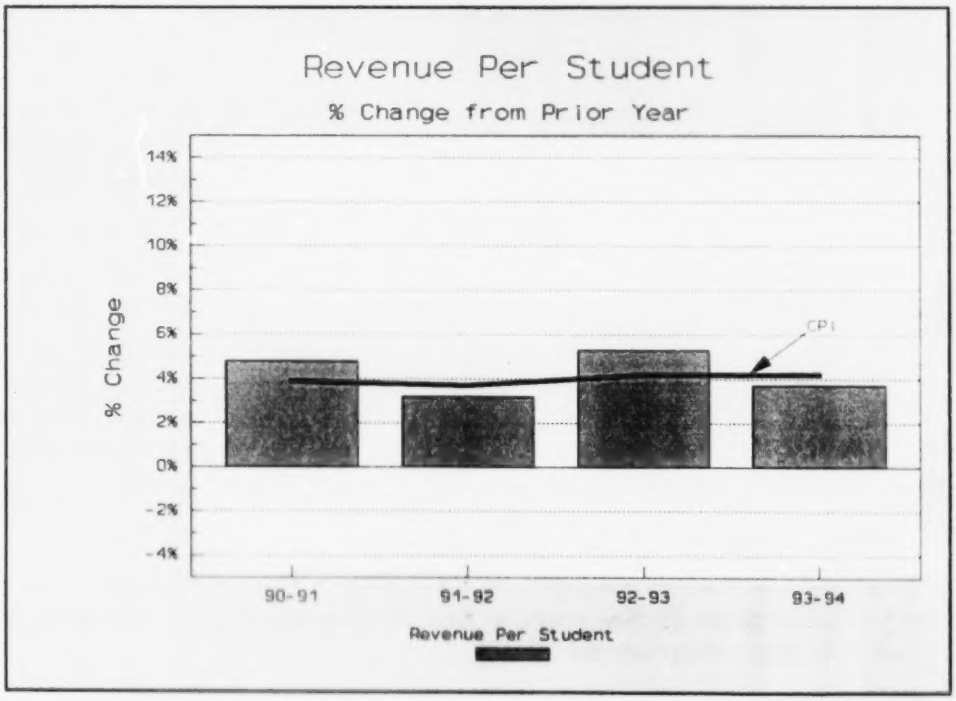

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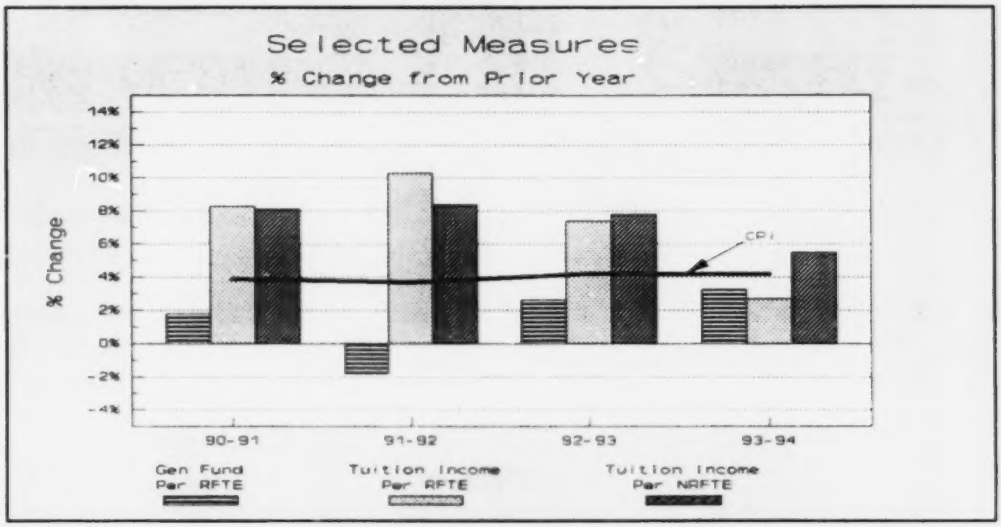
Figure 7 shows the percent change in general fund, resident tuition and non-resident tuition revenue per student compared to the percent change in the CPI since 1989-90. Generally, the general fund increase was below inflation, while tuition increases exceeded inflation. Since the general fund made up a higher share of revenue than tuition (See Figure 2 and Figure 3), larger tuition increases were needed to maintain total funding per student close to inflation. In 1991-92, resident tuition income increased at a much higher rate than non-resident tuition income per student. This unusual shift was primarily the result of decreases in non-resident FTE at higher cost institutions.

Figure 7



- The general assembly appropriated about $38 million to the public sector for financial aid in 1993-94, an increase of over 50 percent since 1989-90. The greatest share was for undergraduate need-based awards and work study. Nationally, Colorado ranks twenty-third in total undergraduate need-based grants.

Students

- The college participation rate of recent high school graduates was 43.3 percent in fall 1993. Over the past five years, the participation of minority students has increased significantly. It is now fairly close to that of whites. Although the participation rate of blacks increased from 23.6 percent in fall 1989 to 33.3 percent in fall 1993, they are the only ethnic group with a rate lower than the state average.

- The average ACT scores and combined SAT scores of first-time freshmen have remained very stable over the last five years, as have the state and national average scores for all graduating high school seniors.

- Total student headcount enrollment has been increasing, but the growth leveled out and dropped slightly in fall 1993. The decrease from fall 1992 to fall 1993 was primarily at the Local District Colleges.

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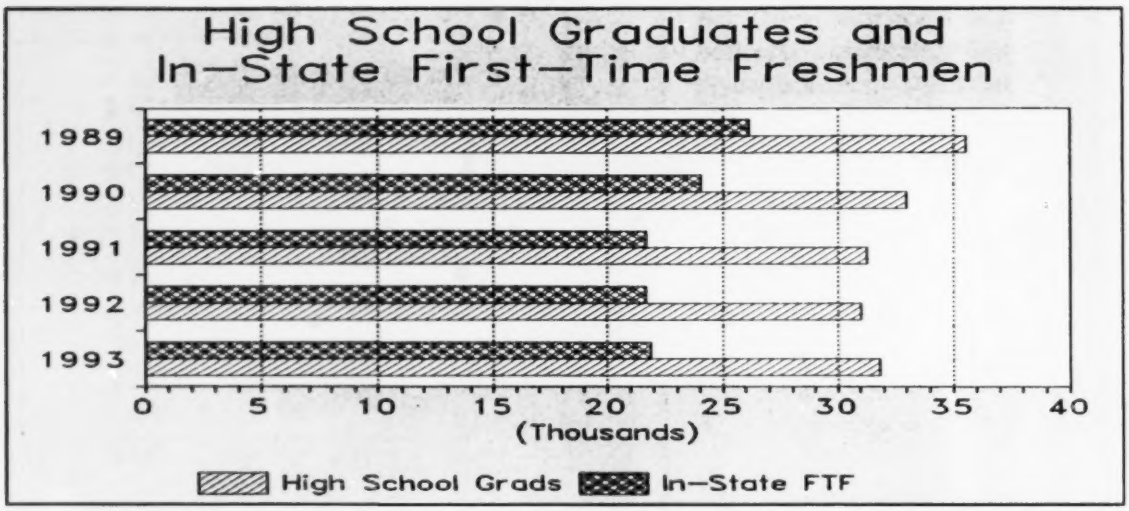
Figure 8 displays the number of high school graduates and in-state first-time freshmen for the last five years. The change in the number of first-time freshmen mirrored the change in high school graduates. The expected increase in high school graduates through the rest of this decade is expected to drive a similar increase in higher education, particularly at the four-year institutions.

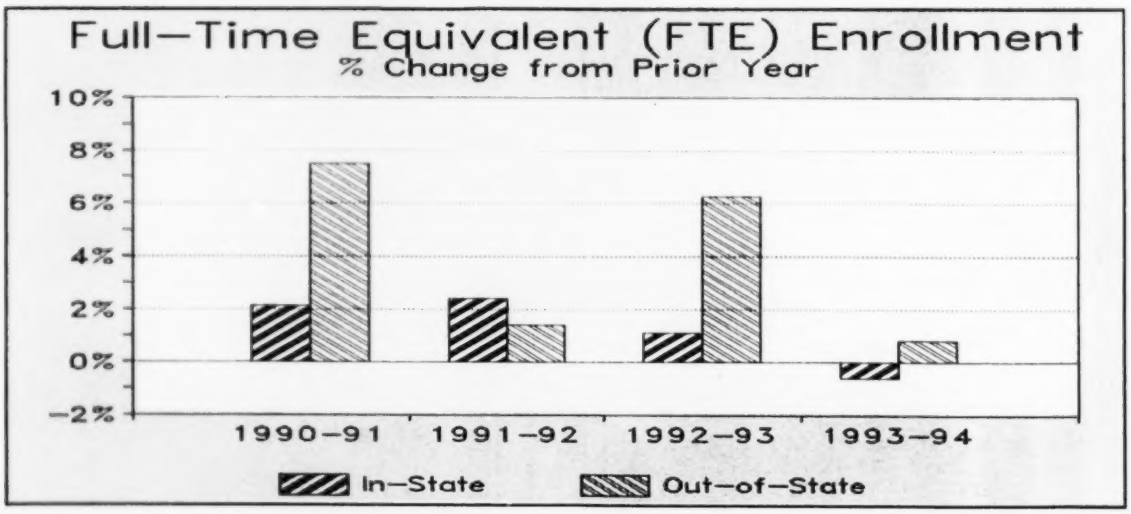
Figure 8



- Full-time equivalent (FTE) student enrollment also decreased slightly in 1993-94 after several years of steady increases. Overall, the growth since 1989-90 was 5 percent for residents and 16 percent for non-residents. The greatest increase has been at the community colleges.

Figure 9 shows the percent change in in-state and out-of-state FTE since 1989-90. 1993-94 was the only year that in-state enrollment decreased (-0.6 percent). While out-of-state enrollment increased each year over the period, the level of the increase has varied. A recent law limiting the percentage of out-of-state enrollment may limit or stabilize future change.

Figure 9



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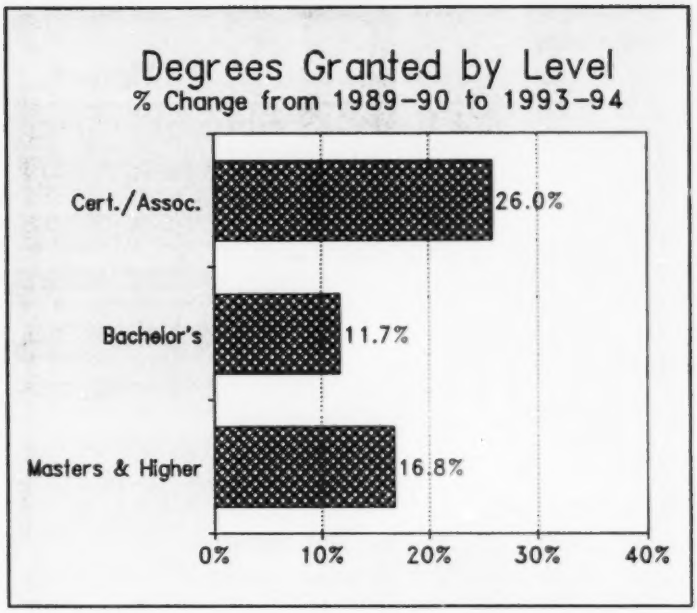
Graduates

- The number of certificates and degrees granted increased dramatically over the last five years, especially for associate degrees (up 28.7 percent) and certificates (up 21.1 percent). Bachelor's degrees comprised about half of all degrees granted (15,782 out of 29,121) in 1993-94. See Figure 10.

Figure 10



- The diversity of degree and certificate recipients continues to increase. In 1993-94, minorities comprised 19.4 percent of all certificate and associate degree recipients (up from 14.9 percent in 1989-90), 11.7 percent of bachelor's degrees (up from 9.2 percent in 1989-90), and 7.6 percent of graduate degrees (up from 6.1 percent in 1989-90).

Minorities accounted for 10 percent of all certificates and degrees awarded in 1989-90 (Figure 11). Although the minority share increased to almost 13 percent in 1993-94 (Figure 12), the statewide goal of an 18 percent minority share in the year 2000 remains a challenge.

Figure 11

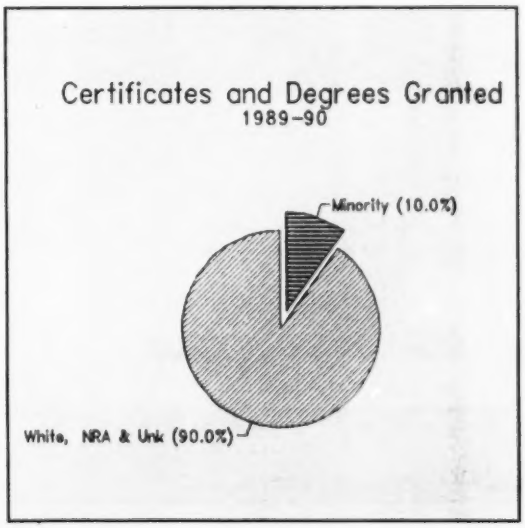
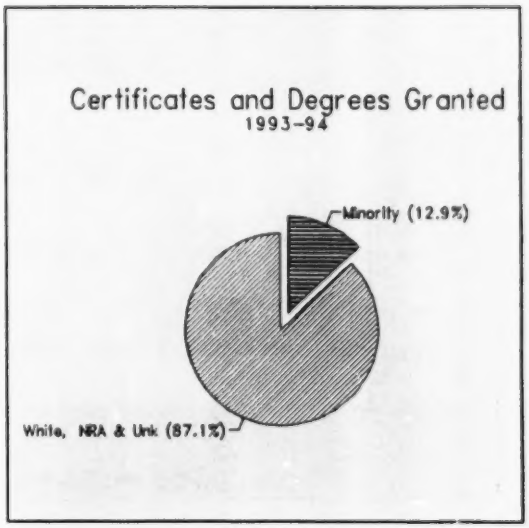


Figure 12



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- Completion rates (certificate, associate degree, or transfer to a four-year institution) for full-time, degree-seeking students starting in two-year programs have remained fairly stable, at about 34 percent after three years.

- There continue to be large differences between completion rates for minority students and whites, with the comparable three-year rates at 27 percent for blacks, 28.1 percent for native Americans, and 24.5 percent for Hispanics. These rates have increased for blacks, up from 15.8 percent for the fall 1986 class, but have remained fairly constant for all other groups.

- Graduation rates for students starting in a baccalaureate degree program (includes only completion of the degree, not transfers) have remained stable or decreased for the fall 1986 through fall 1990 entering classes of full-time, first-time freshmen. The graduation rate after four years dropped from 18.8 percent statewide, to 16.8 percent. The rate after five years dropped from 44.2 percent to 41.6 percent. The rate after six years, however, has remained fairly constant at almost 53 percent.

- Although the rates for blacks and native Americans have increased, there are large differences between the graduation rates for whites and most minority groups. If the rates after six years for the fall 1988 class are compared, blacks are at 30.3 percent, native Americans at 41.1 percent, Hispanics at 36.9 percent, Asians at 52 percent, and whites at 55.5 percent.

- Colorado graduates continue to score well compared to reference groups on licensure exams:

  -- 95.2 percent of University of Colorado at Boulder law graduates passed the bar exam the first time compared to a national percent of 86.5.

  -- 43.3 percent of state system graduates who take the CPA exam pass the first time, compared to 33.8 percent nationally.

  -- the percent of state system graduates passing the Registered Nurses exam the first time (92.9 percent) is comparable to the national average of 93.5 percent.

  -- the percent of state system graduates passing the Practical Nurses exam the first time (95.3 percent) exceeds the national average of 90.9 percent.

- Graduates who take the Graduate Record Exam (GRE) and who have their scores reported to their institution continue to score above the national average, 576 compared to 562 for the 1992-93 class.

INTRODUCTION

This *Scorecard* is the fifth annual report of the status of certain aspects of public higher education in Colorado. It was prepared by the Colorado Commission on Higher Education, with the cooperation of the six state higher education governing boards and the four local district colleges. The purpose of the *Scorecard* is to provide educators, public policy makers, and the public with a measurement of the performance of Colorado college students and the higher education system as a whole. Data is provided on the system, finances, students, and graduates.

The original *Scorecard* values and measures were selected by the Governor, key legislators interested in higher education, the chief executive officers of the higher education governing boards, and the Chairman and Executive Director of the CCHE. A technical committee meets each year to review the *Scorecard* measures. The committee makes recommendations on the addition of and/or removal of items. Following this edition, the contents and structure of the *Scorecard* will be reexamined to determine what changes should be made before the sixth edition.

The *Scorecard* data is summarized in the following sectors:

- Public Institution Total
  - State System Summary
    - Research Universities
    - Universities & Colleges
    - Specialized Medical
    - Community Colleges
  - Local District Colleges

Notes and comments are provided at the end of the document to define terms and list sources. In addition, a companion document that contains the measures reported in this *Scorecard* for each institution is available from CCHE.

SYSTEM

Availability of Academic Programs

The availability of academic programs is one indication of the accessibility of educational opportunities available to Colorado students. The following maps show the location of public higher education degree programs by level in counties throughout the state. The population density of each county is also shown. Coursework that does not lead to a complete program is also offered at a variety of sites throughout the state and via telecommunications.

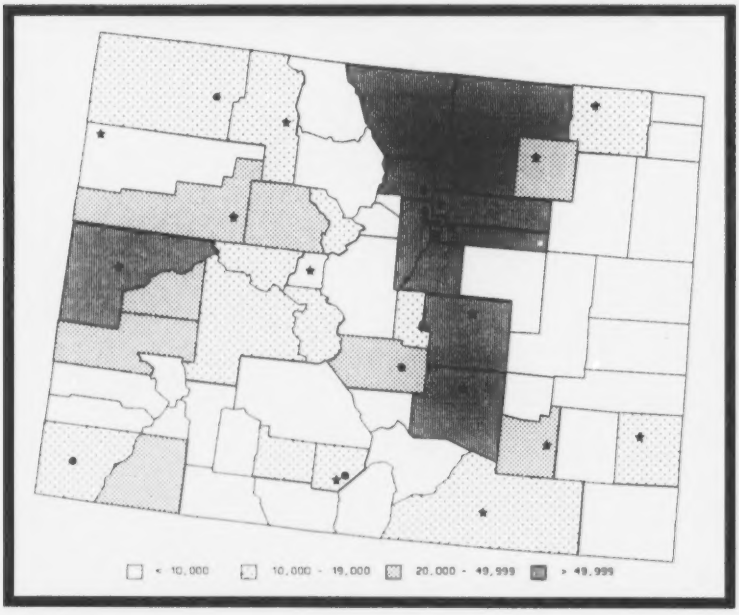
Findings:

- Associate degrees are offered by 17 institutions[1] at 27 locations.
- Thirteen institutions offer undergraduate degrees at 16 sites.
- Nine institutions offer graduate level programs at 21 locations. Only a limited number of the programs, however, are offered at the off-campus sites.

Location of Public Higher Education Degree Programs and Population

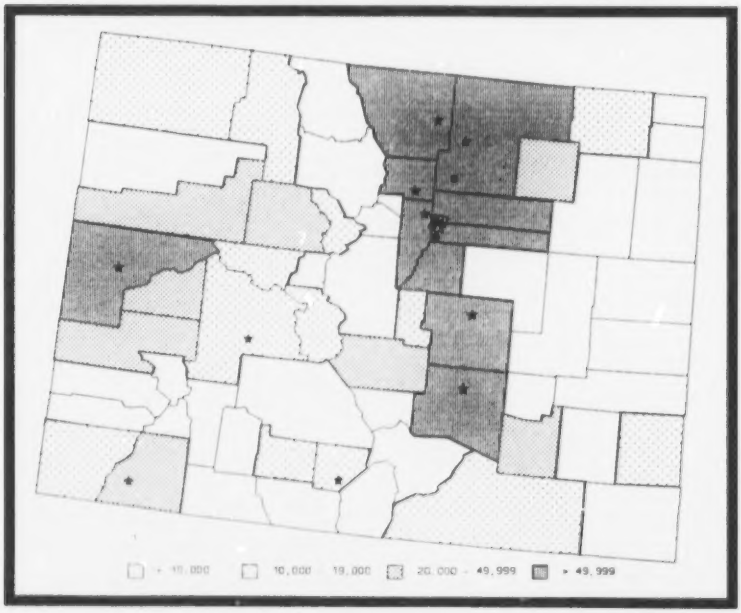
Associate

(● = Off-Campus ★ = On-Campus)

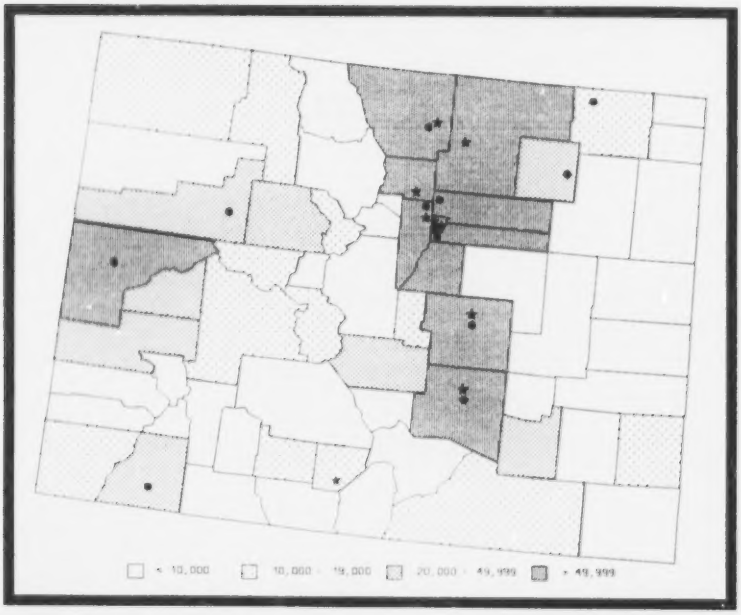


[1] Colorado Mountain College has three main campuses.

Baccalaureate
(● = Off-Campus ★ = On-Campus)



Graduate
(● = Off-Campus ★ = On-Campus)



Faculty Diversity

The following table displays the number of full-time faculty reported by the institutions, and their percentage distributions by racial/ethnic group and sex. The reported faculty include all employees with faculty rank, including those whose primary responsibility is research.

Findings:

- The number of faculty reported has increased over the last five years, especially at the Research Universities. Some of this growth may be attributed to the recent inclusion of researchers with faculty rank in the report.

- All institutional sectors increased their percentage of racial/ethnic minorities and of females between fall 1989 and fall 1993. The minority full-time faculty percentage at the public institutions increased from 7.8 percent to 10.4 percent. The percentage of females increased from 28.4 percent to 35 percent.

- In fall 1993, Community Colleges had the most diverse faculty (13.4 percent minority and 46.4 percent female). Next, in terms of diversity were the Universities and Colleges (11.6 percent minority and 33.6 percent female), Specialized-Medical (11.5 percent minority and 47.8 percent female), Research Universities (9 percent minority and 26.1 percent female), and the Local District Colleges (4 percent minority and 39.7 percent female).

Full-Time Faculty Diversity[1]

Ethnicity	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93
Public Institution Total					
Total	6,051	6,365	6,805	7,030	7,890
Unknown					.3%
NRA					2.4%
Black	1.4%	1.4%	1.6%	1.7%	1.7%
Nat Amer	.4%	.5%	.5%	.6%	.6%
Asian	3.0%	3.3%	3.6%	4.1%	4.2%
Hispanic	3.0%	3.4%	3.4%	4.0%	3.9%
White	92.1%	91.5%	90.8%	89.5%	86.8%
Male	71.6%	70.0%	68.0%	67.1%	65.0%
Female	28.4%	30.0%	32.0%	32.9%	35.0%

[1]Fall 1993 was the first year that institutions were allowed to use unknown and non-resident alien categories.

Full-Time Faculty Diversity

Ethnicity	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93
State System Summary					
Total	5,778	6,082	6,524	6,753	7,598
Unknown					.3%
NRA					2.5%
Black	1.5%	1.5%	1.7%	1.8%	1.8%
Nat Amer	.4%	.5%	.5%	.6%	.6%
Asian	3.1%	3.4%	3.8%	4.2%	4.4%
Hispanic	3.0%	3.4%	3.4%	4.1%	3.9%
White	91.9%	91.3%	90.6%	89.3%	86.5%
Male	71.9%	70.3%	68.4%	67.3%	65.1%
Female	28.1%	29.7%	31.6%	32.7%	34.9%
Research Universities					
Total	2,273	2,321	2,352	2,425	3,095
Unknown					.5%
NRA					3.0%
Black	1.0%	.9%	1.1%	1.3%	1.1%
Nat Amer	.2%	.3%	.3%	.3%	.3%
Asian	3.4%	3.6%	3.9%	4.3%	5.0%
Hispanic	2.2%	2.6%	2.6%	2.7%	2.6%
White	93.2%	92.6%	92.0%	91.4%	87.5%
Male	80.9%	79.4%	77.9%	78.4%	73.9%
Female	19.1%	20.6%	22.1%	21.6%	26.1%
Universities and Colleges					
Total	1,879	1,912	2,079	2,083	2,110
Unknown					.4%
NRA					.7%
Black	1.5%	1.6%	1.9%	1.9%	2.0%
Nat Amer	.7%	.6%	.7%	.8%	.7%
Asian	3.1%	3.5%	3.6%	3.8%	3.6%
Hispanic	3.7%	4.1%	4.4%	5.8%	5.3%
White	90.8%	90.2%	89.4%	87.7%	87.3%
Male	72.2%	71.5%	69.1%	68.7%	66.4%
Female	27.8%	28.5%	30.9%	31.3%	33.6%

Full-Time Faculty Diversity

Ethnicity	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93
Specialized-Medical					
Total	935	1,078	1,320	1,403	1,527
Unknown					0.0%
NRA					5.3%
Black	1.8%	1.4%	1.7%	1.4%	1.8%
Nat Amer	.2%	.2%	.5%	.9%	1.3%
Asian	3.9%	4.3%	5.2%	6.2%	5.6%
Hispanic	1.5%	1.4%	1.5%	2.1%	2.8%
White	92.6%	92.8%	91.1%	89.5%	83.3%
Male	58.8%	57.1%	57.4%	54.2%	52.2%
Female	41.2%	42.9%	42.6%	45.8%	47.8%
Community Colleges					
Total	691	771	773	842	866
Unknown					.1%
NRA					0.0%
Black	2.5%	3.0%	3.1%	3.7%	3.8%
Nat Amer	.7%	1.0%	.8%	.8%	.6%
Asian	1.3%	1.3%	1.6%	1.7%	1.7%
Hispanic	5.9%	6.6%	6.3%	7.0%	7.3%
White	89.6%	88.1%	88.2%	86.8%	86.5%
Male	59.6%	58.5%	56.1%	54.3%	53.6%
Female	40.4%	41.5%	43.9%	45.7%	46.4%
Local District Colleges					
Total	273	283	281	277	292
Unknown					0.0%
NRA					.3%
Black	0.0%	0.0%	0.0%	0.0%	0.0%
Nat Amer	.7%	.7%	.4%	.4%	.3%
Asian	.7%	.7%	.4%	.4%	.3%
Hispanic	2.6%	3.2%	2.8%	3.6%	3.4%
White	96.0%	95.4%	96.4%	95.7%	95.5%
Male	64.8%	62.2%	59.8%	60.6%	60.3%
Female	35.2%	37.8%	40.2%	39.4%	39.7%

SOURCE: EEO-6 and CCHE Reports Submitted by the Institutions CCHE

Average Faculty Salary

Average faculty salary data indicates how Colorado colleges compare with other colleges in faculty compensation. The following table displays average salaries of full-time faculty as compared to the average full-time faculty salaries at peer institutions[1].

Findings:

- Statewide, average full-time faculty salaries at Colorado colleges are below the average salaries of their peer institutions. On average in 1992-93, faculty at Research Universities received 99 percent of their peer salaries ($52,624 vs. $53,278), while faculty at Universities and Colleges received 93 percent of their peer salaries ($40,604 vs. $43,544). Community College faculty received 85 percent of their peer salaries ($30,754 vs. $36,189), and faculty at Local District Colleges received 88 percent of their peer salaries ($31,769 vs. $36,189).

- On average in 1992-93, full-time faculty at Research Universities earned $12,000 more than full-time faculty at Universities and Colleges, while full-time Community College faculty earned about $9,800 less than full-time faculty at Universities and Colleges.

Comparison of Salaries of Full-Time Faculty

	Fiscal Year	Weighted Average		
		Campus Salaries	Peer Salaries	Index
Public Institution Total				
	1989/90	39,056	41,667	.94
	1990/91	41,051	43,488	.94
	1991/92	42,550	45,195	.94
	1992/93	43,568	46,030	.95
State System Summary				
	1989/90	39,109	41,613	.94
	1990/91	41,722	44,035	.95
	1991/92	43,217	45,745	.94
	1992/93	44,199	46,556	.95
Research Universities				
	1989/90	46,390	47,868	.97
	1990/91	48,832	49,616	.98
	1991/92	50,522	52,078	.97
	1992/93	52,624	53,278	.99

[1]The peers are all United States institutions with the same Carnegie classification. The Carnegie classification of higher education institutions groups American colleges and universities on the basis of their missions and educational functions. Comparative salary data for the Specialized-Medical group are not available at this time.

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Comparison of Salaries of Full-Time Faculty

	Fiscal Year	Weighted Average		
		Campus Salaries	Peer Salaries	Index
Universities and Colleges				
	1989/90	36,305	39,455	.92
	1990/91	38,273	41,373	.93
	1991/92	39,995	42,643	.94
	1992/93	40,604	43,544	.93
Community Colleges				
	1989/90	27,918	32,086	.87
	1990/91	29,657	34,431	.86
	1991/92	30,551	35,713	.86
	1992/93	30,754	36,189	.85
Local District Colleges				
	1989/90	28,242	32,086	.88
	1990/91	29,927	34,431	.87
	1991/92	31,056	35,713	.87
	1992/93	31,769	36,189	.88

Source: IPEDS Faculty Salary Data CCHE

Student to Faculty Ratios

Student to faculty ratios indicate the level of faculty resources that support academic programs. Student faculty ratios from statewide budget formulae[1] are used to calculate the number of full-time equivalent (FTE) faculty that would be computed from the formulae, based on actual student enrollment by discipline and level. These ratios are compared in the table to the actual student faculty ratios reported by the institutions.

Findings:

- Student to faculty ratios remained fairly constant over the past five years, except at the freshmen/sophomore level, which have decreased. The changes between 1992-93 and 1993-94, especially for the vocational level, are probably due to the conversion to CIP codes and different reporting decisions by some of the colleges.

- Statewide in 1993-94, actual student to faculty ratios were highest for freshmen and sophomores, averaging 21.7 to 1. The ratio at the vocational level was much lower at 12.7 to 1. The ratio for juniors and seniors was 15.7 to 1. Graduate I students had a ratio of 8.5 to 1, and graduate II the lowest student to faculty ratio, averaging 4.9 to 1.

- Comparing average 1993-94 vocational ratios across sectors shows that Universities and Colleges had the lowest average ratio (6.9 to 1). Local District and Community Colleges had average ratios of 12.3 and 12.9 to 1, respectively.

- Comparing average 1993-94 freshman and sophomore ratios across sectors shows that Local District Colleges had the lowest average ratio (14.3 to 1). Community Colleges had an average ratio of 18.1 to 1. Research Universities were 23.2 to 1, and Universities and Colleges averaged 26.9 to 1.

- Comparing average 1993-94 junior and senior ratios across sectors shows that the ratios at Universities and Colleges are lower than the Research Universities, 15 to 1 and 16.4 to 1, respectively.

- 1993-94 graduate I and II ratios show Research Universities ratios are below the formula, while the Universities and Colleges ratios were at or above the formula.

- When comparing 1993-94 actual student faculty ratios to formula generated ratios, the public institution average shows that actual ratios are higher at the freshmen/sophomore, junior/senior and graduate I levels, but lower at the other levels.

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[1]These ratios are based on national and state practice, and differ by student level and discipline. For example, the number of students per faculty is lower at the graduate level than for freshmen and sophomores, and some disciplines have higher ratios than others. In addition, prior to 1993-94 institutional data was reported using the HEGIS classification system. Currently, the CIP classification is being used. This change may cause a break in the series as the institutions may make different interpretations under the new system.

Student Faculty Ratios[1]

Fiscal Year	Vocational		Fresh./Soph		Junior/Senior		Graduate I		Graduate II	
	Actual	Formula	Actual	Formula	Actual	Formula	Actual	Formula	Actual	Formula
Public Institution Total										
1989/90	13.3	16.9	24.1	20.5	15.6	15.3	7.7	8.3	4.2	5.3
1990/91	13.8	16.8	23.2	20.5	15.3	15.2	8.6	8.4	4.8	5.4
1991/92	13.8	16.7	23.1	20.5	15.9	15.2	8.7	8.3	4.7	5.4
1992/93	13.9	16.4	22.8	20.6	15.8	15.3	8.5	8.3	4.8	5.4
1993/94	12.7	16.4	21.7	20.6	15.7	15.3	8.5	8.3	4.9	5.3
State System Summary										
1989/90	14.4	16.8	26.3	20.6	15.6	15.3	7.7	8.3	4.2	5.3
1990/91	15.1	16.7	25.2	20.5	15.3	15.2	8.6	8.4	4.8	5.4
1991/92	14.6	16.7	25.0	20.6	15.9	15.2	8.7	8.3	4.7	5.4
1992/93	14.1	16.3	24.3	20.5	15.8	15.3	8.5	8.3	4.8	5.4
1993/94	12.8	16.2	22.7	20.5	15.7	15.3	8.5	8.3	4.9	5.3
Research Universities										
1989/90			30.6	20.7	15.9	15.0	6.8	7.8	4.1	5.1
1990/91			27.6	20.7	15.4	14.9	7.2	7.9	4.6	5.2
1991/92			28.3	20.7	16.0	15.0	7.4	7.8	4.4	5.3
1992/93			26.5	20.7	15.7	14.9	7.0	7.8	4.5	5.2
1993/94			23.2	20.7	16.4	14.8	7.3	7.7	4.7	5.1
Universities and Colleges										
1989/90	12.7	16.1	28.0	20.8	15.4	15.7	8.9	8.9	4.9	6.3
1990/91	12.6	16.3	28.3	20.7	15.2	15.6	10.4	8.9	6.0	6.0
1991/92	12.1	16.1	28.0	20.7	15.7	15.5	10.5	8.9	6.3	6.2
1992/93	10.8	15.4	27.4	20.7	15.9	15.8	10.7	8.8	6.6	6.0
1993/94	6.9	15.5	26.9	20.7	15.0	15.7	10.0	8.8	6.1	6.1
Community Colleges										
1989/90	14.4	16.8	19.8	20.0						
1990/91	15.3	16.7	19.4	20.0						
1991/92	14.7	16.7	19.0	20.2						
1992/93	14.1	16.3	19.2	20.1						
1993/94	12.9	16.3	18.1	20.2						
Local District Colleges										
1989/90	10.4	17.2	12.7	19.8						
1990/91	10.3	17.1	12.4	19.6						
1991/92	11.5	17.0	12.7	19.6						
1992/93	13.3	16.7	13.8	21.4						
1993/94	12.3	17.0	14.3	21.3						

SOURCE: Budget Request Documents CCHE

[1]Data by level are not available for the specialized medical sector.

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Revenue per Student

National Comparison

Total revenue per student indicates the resources available to Colorado institutions compared with institutions in other states. The following table shows how Colorado ranked on this measure in 1993-94 and 1992-93.

Findings:

- Compared to other states, in 1993-94 Colorado ranked 49th in state general fund and tuition revenue per full-time equivalent student, about 9 percent less than the national average.

- In the last *Scorecard,* Colorado ranked 35th.

Statewide Comparisons

The next table shows the actual revenue per student by institutional sector over the last five years. The table shows that, while Colorado has slipped in the comparison with other states, the actual support per student increased every year.

Findings:

- Total revenue per full-time equivalent student increased by about 20 percent between 1989-90 and 1993-94 in all but one sector: 23.4 percent at the Local District Colleges[1], 21.1 percent at the Research Universities, 20.9 percent at the Universities and Colleges, and 19.2 percent at the Community Colleges.

- During that same period, however, the Specialized-Medical revenue per full-time equivalent student decreased 4.6 percent.

- The revenue per FTE student varies greatly between sectors. It is greatest at the Specialized-Medical (over $26,000) and over twice as much at the Research Universities than at the Community Colleges ($7,834 versus $3,762).

[1]Note that the Local District Colleges also receive local tax support, this support is <u>not</u> shown in the table.

1993/94 General Fund and Tuition Revenue per FTE Student

Rank		State	Index
Current	Prior		
1	9	WYOMING	169.27
2	2	VERMONT	161.77
3	11	WISCONSIN	151.74
4	20	MAINE	143.55
5	1	ALASKA	141.61
6	4	DELAWARE	139.36
7	10	MICHIGAN	137.43
8	7	PENNSYLVANIA	129.34
9	3	HAWAII	127.56
10	16	MISSOURI	127.04
11	6	DIST COL	126.66
12	13	IOWA	124.43
13	26	NEW MEXICO	122.01
14	41	IDAHO	121.84
15	5	CONNECTICUT	121.79
16	12	RHODE ISLAND	120.04
17	15	NEW HAMPSHIRE	118.80
18	24	ARKANSAS	117.48
19	25	NORTH CAROLINA	116.11
20	37	NORTH DAKOTA	115.52
21	23	OREGON	114.23
22	17	INDIANA	113.82
23	18	MINNESOTA	112.83
24	8	NEW JERSEY	110.06
25	28	SOUTH CAROLINA	108.17
26	38	SOUTH DAKOTA	107.37
27	34	KANSAS	107.36
28	14	NEW YORK	105.31
29	42	MONTANA	105.22
30	36	OKLAHOMA	105.09
31	47	NEBRASKA	105.00
32	19	WASHINGTON	104.21
33	44	ALABAMA	103.73
34	46	MISSISSIPPI	100.42
		NATIONAL AVERAGE	100.00
35	48	KENTUCKY	99.87
36	29	OHIO	99.61
37	30	FLORIDA	98.11
38	39	UTAH	97.72
39	21	MARYLAND	96.82
40	22	MASSACHUSETTS	96.56
41	27	NEVADA	96.53
42	40	TENNESSEE	96.12
43	31	GEORGIA	96.09
44	32	VIRGINIA	93.99
45	50	TEXAS	93.00
46	45	LOUISIANA	92.82
47	33	ARIZONA	92.03
48	43	ILLINOIS	91.31
49	35	COLORADO	91.01
50	51	WEST VIRGINIA	88.68
51	49	CALIFORNIA	78.60

SOURCE: State Profiles: Financing Public Higher Education 1978 to 1994, Research Associates of Washington

Revenue per Student
(Total General Fund + Tuition) / (Total FTE Students)

	89-90	90-91	91-92	92-93	93-94	% Change '90 to '94
Public Institution Total						
Actual $:	5,133	5,380	5,551	5,845	6,059	18.0%
% Change:		4.8%	3.2%	5.3%	3.7%	
State System Summary						
Actual $:	5,348	5,596	5,787	6,092	6,292	17.7%
% Change:		4.6%	3.4%	5.3%	3.3%	
Research Universities						
Actual $:	6,471	6,825	7,128	7,629	7,834	21.1%
% Change:		5.5%	4.4%	7.0%	2.7%	
Universities and Colleges						
Actual $:	4,378	4,604	4,808	5,104	5,292	20.9%
% Change:		5.2%	4.4%	6.2%	3.7%	
Specialized-Medical						
Actual $:	27,503	27,543	26,712	27,106	26,240	-4.6%
% Change:		.1%	-3.0%	1.5%	-3.2%	
Community Colleges						
Actual $:	3,155	3,344	3,453	3,590	3,762	19.2%
% Change:		6.0%	3.3%	4.0%	4.8%	
Local District Colleges						
Actual $:	2,356	2,530	2,503	2,670	2,907	23.4%
% Change:		7.4%	-1.1%	6.7%	8.9%	

SOURCE: Institutional Budget Request Documents CCHE

State Appropriation per Resident Student

This table presents data showing the total state general fund appropriations per resident full-time equivalent student. This differs from the previous table in that tuition income is not included, and the support is shown only for resident students. This table indicates how much state tax support goes toward instructional costs.

Findings:

- Statewide, general fund appropriations increased 5.8 percent between 1989-90 and 1993-94.

- During that period, the largest increases were at the Universities and Colleges (10.4 percent) and Local District Colleges (9.5 percent). General fund revenue per student at the Specialized-Medical group decreased 9.1 percent over the five year period.

General Fund Allocation per Student
(General Fund) / (Resident FTE Students)

	89-90	90-91	91-92	92-93	93-94	% Change '90 to '94
Public Institution Total						
Actual $:	3,417	3,478	3,415	3,504	3,615	5.8%
% Change:		1.8%	-1.8%	2.6%	3.2%	
State System Summary						
Actual $:	3,572	3,632	3,573	3,664	3,766	5.4%
% Change:		1.7%	-1.6%	2.6%	2.8%	
Research Universities						
Actual $:	4,054	4,126	4,061	4,245	4,277	5.5%
% Change:		1.8%	-1.6%	4.5%	.7%	
Universities and Colleges						
Actual $:	2,921	2,998	2,988	3,113	3,224	10.4%
% Change:		2.7%	-.3%	4.2%	3.6%	
Specialized-Medical						
Actual $:	27,388	27,420	25,863	25,949	24,905	-9.1%
% Change:		.1%	-5.7%	.3%	-4.0%	
Community Colleges						
Actual $:	2,214	2,277	2,203	2,177	2,291	3.5%
% Change:		2.8%	-3.2%	-1.2%	5.2%	
Local District Colleges						
Actual $:	1,590	1,639	1,575	1,632	1,741	9.5%
% Change:		3.1%	-3.9%	3.6%	6.7%	

SOURCE: Institutional Budget Request Documents CCHE

State Appropriations

The total state general fund appropriations to higher education, by sector, is shown in this table. The dollars per student in the previous table are based on these figures, divided by the resident FTE students (shown on page 36).

Findings:

- Statewide, appropriations increased 11.1 percent between 1989-90 and 1993-94, to over $425 million.

- State general fund appropriations to Community Colleges increased by 21 percent, compared to 10.1 percent for the Universities and Colleges, 9.6 percent for the Local District and Specialized-Medical sectors, and 8.5 percent for the Research Universities.

State Appropriations
(data in millions)

	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	% Change '90 to '94
Public Institution Total						
Actual $:	382.6	397.7	399.8	414.7	425.2	11.1%
% Change:		4.0%	.5%	3.7%	2.6%	
State System Summary						
Actual $:	368.7	383.2	385.2	399.4	410.0	11.2%
% Change:		4.0%	.5%	3.7%	2.6%	
Research Universities						
Actual $:	124.6	128.4	128.7	132.9	135.2	8.5%
% Change:		3.1%	.3%	3.2%	1.7%	
Universities and Colleges						
Actual $:	128.8	133.4	134.1	139.3	141.8	10.1%
% Change:		3.6%	.5%	3.9%	1.8%	
Specialized-Medical						
Actual $:	57.1	58.2	58.5	60.6	62.5	9.6%
% Change:		2.1%	.5%	3.5%	3.3%	
Community Colleges						
Actual $:	58.3	63.2	63.8	66.7	70.5	21.0%
% Change:		8.5%	.9%	4.5%	5.7%	
Local District Colleges						
Actual $:	13.9	14.5	14.6	15.3	15.3	9.6%
% Change:		4.0%	.9%	4.5%	-.0%	

SOURCE: Institutional Budget Request Documents CCHE

Tuition Income per Resident Full-Time Equivalent Student

This table presents data showing the total tuition income per resident full-time equivalent student. It indicates how much financial support resident students are providing to cover the cost of their education.

Findings:

- Since 1989-90, tuition income per resident full-time equivalent student increased 31.8 percent.
- The largest increase occurred in the Community College sector, up 47.5 percent.
- The smallest increase occurred in the Specialized-Medical sector, up 14.2 percent since 1989-90.

Tuition Income Per Resident FTE Student
(Resident Tuition Income) / (Resident FTE Students)

	89-90	90-91	91-92	92-93	93-94	% Change '90 to '94
Public Institution Total						
Actual $:	1,471	1,593	1,758	1,888	1,939	31.8%
% Change:		8.3%	10.3%	7.4%	2.7	
State System Summary						
Actual $:	1,535	1,661	1,838	1,970	2,013	31.1%
% Change:		8.2%	10.7%	7.2%	2.2	
Research Universities						
Actual $:	1,968	2,112	2,295	2,458	2,505	27.3%
% Change:		7.3%	8.6%	7.1%	1.9	
Universities and Colleges						
Actual $:	1,484	1,613	1,804	1,935	1,969	32.7%
% Change:		8.7%	11.9%	7.3%	1.8	
Specialized-Medical						
Actual $:	3,775	4,017	4,203	4,307	4,310	14.2%
% Change:		6.4%	4.6%	2.5%	.1	
Community Colleges						
Actual $:	937	1,052	1,207	1,344	1,382	47.5%
% Change:		12.4%	14.7%	11.3%	2.8	
Local District Colleges						
Actual $:	720	786	824	930	1,019	41.6%
% Change:		9.2%	4.9%	12.8%	9.5	

SOURCE: Institutional Budget Request Documents CCHE

Resident Tuition Revenue

The total tuition revenue from resident students is shown in this table. Tuition revenue is the total tuition paid by resident students. Increases in total tuition revenue are caused by increases in tuition rates as well as by increases in the number of FTE students. In addition, during this period several colleges started charging per credit hour instead of using a flat rate for all credits within a given range, this change also contributed to increases in total revenue. The rates per student in the previous table are based on these amounts divided by the resident FTE shown on page 36.

Findings:

- Statewide, resident tuition revenue increased 38.4 percent since 1989-90, to $228 million in 1993-94.

- Resident tuition revenue at the Community and Local District Colleges increased by 72.6 percent and 41.7 percent, respectively. Resident tuition revenue increases in the Specialized-Medical, Universities and Colleges, and Research Universities sectors were 37.6 percent, 32.3 percent, and 30.9 percent, respectively.

Resident Tuition Revenue
(data in millions)

	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	% Change '90 to '94
Public Institution Total						
Actual $:	164.7	182.2	205.8	223.4	228.0	38.4%
% Change:		10.6%	13.0%	8.6%	2.1%	
State System Summary						
Actual $:	158.4	175.2	198.2	214.7	219.1	38.3%
% Change:		10.6%	13.1%	8.4%	2.0%	
Research Universities						
Actual $:	60.5	65.7	72.7	76.9	79.2	30.9%
% Change:		8.7%	10.7%	5.8%	2.9%	
Universities and Colleges						
Actual $:	65.4	71.7	81.0	86.6	86.6	32.3%
% Change:		9.6%	12.9%	6.9%	-.0%	
Specialized-Medical						
Actual $:	7.9	8.5	9.5	10.1	10.8	37.6%
% Change:		8.5%	11.5%	5.7%	7.7%	
Community Colleges						
Actual $:	24.6	29.2	35.0	41.2	42.5	72.6%
% Change:		18.6%	19.6%	17.7%	3.3%	
Local District Colleges						
Actual $:	6.3	6.9	7.6	8.7	8.9	41.7%
% Change:		10.2%	10.0%	13.8%	2.7%	

SOURCE: Institutional Budget Request Documents CCHE

Tuition Income per Non-Resident Full-Time Equivalent Student

This table shows the total tuition income per non-resident full-time equivalent student. Since state general fund support is not provided for non-residents, this table indicates the financial support non-resident students are providing to cover the cost of their education.

Findings:

- Since 1989-90, tuition income per non-resident full-time equivalent student has increased 33.2 percent, only a little more than the increase for resident students (page 18).
- The largest increase occurred in the Community College sector, up 61.3 percent.
- The smallest increase occurred in the Specialized-Medical sector, up 4.5 percent.
- The tuition revenue per non-resident student is higher than total revenue per student (page 13) in all sectors except Specialized-Medical, indicating that non-residents pay more than the full cost of their education.

Tuition Income Per Non-Resident FTE Student
(Non-Resident Tuition Income) / (Non-Resident FTE Students)

	89-90	90-91	91-92	92-93	93-94	% Change '90 to '94
Public Institution Total						
Actual $:	6,626	7,160	7,759	8,362	8,825	33.2%
% Change:		8.1%	8.4%	7.8%	5.5%	
State System Summary						
Actual $:	6,748	7,265	7,870	8,517	8,997	33.3%
% Change:		7.7%	8.3%	8.2%	5.6%	
Research Universities						
Actual $:	7,619	8,248	9,062	9,847	10,426	36.8%
% Change:		8.3%	9.9%	8.7%	5.9%	
Universities and Colleges						
Actual $:	4,084	4,538	4,962	5,607	6,109	49.6%
% Change:		11.1%	9.4%	13.0%	9.0%	
Specialized-Medical						
Actual $:	14,352	14,108	14,360	15,371	14,994	4.5%
% Change:		-1.7%	1.8%	7.0%	-2.4%	
Community Colleges						
Actual $:	3,248	3,640	4,267	4,727	5,238	61.3%
% Change:		12.0%	17.2%	10.8%	10.8%	
Local District Colleges						
Actual $:	3,025	3,992	4,108	4,048	4,481	48.1%
% Change:		32.0%	2.9%	-1.5%	10.7%	

SOURCE: Institutional Budget Request Documents CCHE

Non-Resident Tuition Revenue

The following table presents data showing the non-resident tuition revenue received by public higher education. The increases in total tuition revenue are caused by increases in tuition rates as well as by increases in the number of FTE students. The rates per student in the previous table are based on these amounts divided by the non-resident FTE (shown on page 36).

Findings:

- Statewide, non-resident tuition revenue increased 55.5 percent since 1989-90, to almost $190 million by 1993-94. Most of this revenue, however, is generated by the Research Universities (about $134 million in 1993-94).

- Non-resident tuition revenue at the Community Colleges increased by 143.3 percent since 1989-90. The lowest increase in non-resident tuition revenue occurred in the Specialized-Medical sector, up 19.7 percent during that period.

Non-Resident Tuition Revenue
(data in millions)

	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	% Change '90 to '94
Public Institution Total						
Actual $:	121.9	141.6	155.6	178.2	189.7	55.5%
% Change:		16.2%	9.9%	14.5%	6.4%	
State System Summary						
Actual $:	120 1	139.1	153.2	175.3	186.0	54.8%
% Change:		15.8%	10.1%	14.4%	6.1%	
Research Universities						
Actual $:	91.6	105.8	114.6	128.6	133.9	46.1%
% Change:		15.5%	8.4%	12.2%	4.1%	
Universities and Colleges						
Actual $:	16.2	19.5	23.3	28.3	32.4	100.3%
% Change:		21.0%	19.5%	21.2%	14.3%	
Specialized-Medical						
Actual $:	8.3	8.7	8.8	9.6	10.0	19.7%
% Change:		4.4%	1.6%	9.1%	3.4%	
Community Colleges						
Actual $:	4.0	5.1	6.4	8.7	9.8	143.3%
% Change:		26.5%	25.1%	36.7%	12.5%	
Local District Colleges						
Actual $:	1.8	2.5	2.4	3.0	3.7	100.7%
% Change:		38.7%	-3.4%	21.6%	23.3%	

SOURCE: Institutional Budget Request Documents CCHE

Alumni and Private Contributions

Alumni and private contributions are another source of financial support for institutions. Total reported contributions for the last five years are shown in this table.

Findings:

- Over $79 million were contributed in FY 1993-94, the largest amount since 1990-91.
- Contributions tend to vary from year to year because of special purpose fundraising activities. For example, although contributions declined between 1990-91 and 1992-93, the 1993-94 level is the highest of the five-year period.
- The largest contributions are reported by the Research Universities (almost $50 million in 1993-94 and over $40 million in each of the last five years).

Alumni and Private Giving
(data in millions)

	FY 1989-90	FY 1990-91	FY 1991-92	FY 1992-93	FY 1993-94
Public Institution Total	67.699	74.631	71.287	66.692	79.329
State System Summary	67.245	74.406	71.101	66.315	78.918
Research Universities	43.432	47.852	45.197	44.725	49.125
Universities and Colleges	12.499	9.470	13.095	8.911	14.693
Specialized-Medical	9.893	16.433	11.717	12.399	14.597
Community Colleges	1.421	.650	1.092	.280	.504
Local District Colleges	.454	.226	.186	.377	.411

SOURCE: Data provided by the governing boards. CCHE

Financial Aid

National Comparisons

National data for 1993-94 compares Colorado financial aid expenditures with that of other states.

Findings:

- Colorado state funding for the Colorado Student Grant Program, the Colorado Student Incentive Grant Program, the Colorado Part-Time Grant Program, and the Diversity Grant Program accounts for about 47 percent of all state aid in Colorado. This funding is below the national average (77 percent) of state grant aid for comprehensive undergraduate need-based grant programs.

- Colorado ranks 23rd in total expenditures for undergraduate need-based grants.

- Other undergraduate need-based aid ranks for Colorado are:

  -- 20th on estimated grant dollars per resident population

  -- 20th on estimated grant dollars per resident college-age population

  -- 22nd on estimated grant dollars to undergraduates per full-time undergraduate enrollment

  -- 17th on the proportion of full-time undergraduates receiving awards

- Of the 31 states that offer non-need-based aid to undergraduates, Colorado ranks 7th in total funding for this type of aid, including National Guard Tuition Assistance, Nursing Scholarships, and Undergraduate Merit Scholarships.

- Of the 15 states that offer state work-study programs, Colorado ranks 2nd in funding for these programs.

- When comparing trends in need-based grant dollars, Colorado is one of only eight states to award more than one million dollars in need-based programs.

SOURCE: National Association of State Scholarship and Grant Programs -- Annual Report, 1993-94.

Statewide Comparisons

The following table displays the distribution of Colorado financial aid awards, by aid category, for 1990-91 through 1993-94[1].

- Overall, state aid grew by 15.9 percent from 1990-91 to 1993-94. The largest increases were in diversity awards, native American tuition assistance, and undergraduate need-based awards, which grew by 153.4 percent, 71.7 percent, and 40.5 percent, respectively.

- The private school grant was not funded after FY 1990-91.

- In 1993-94, one-third of the total state awards was expended in the undergraduate need-based category ($13.8 million of $42.7 million).

The next table displays data on all financial aid awards from 1990-91 through 1993-94, comparing total awards (including federal awards and loans) with state aid.

- Total aid awarded increased by 43.7 percent from 1990-91 to 1993-94, with a higher percent increase (50.9 percent) at the state four-year public institutions.

- Total state aid increased by 26 percent, with a larger increase going to the two-year public institutions. Total state aid in 1993-94 ($42.7 million) accounted for only 7.4 percent of the total aid awarded in Colorado ($580 million).

- The total number of financial aid recipients increased by 12.3 percent from 1990-91 to 1993-94. The largest increase (21.3 percent) occurred at the two-year, public institutions.

- The total number of recipients of state aid awards increased by 20.2 percent from 1990-91 to 1993-94. The changes differed by institutional types, by 17.9 percent at public, four-year institutions, by 18.4 percent at public, two-year institutions, and 37.3 percent at all other institutions.

- The average total award increased by 27.9 percent from 1990-91 to 1993-94 (from $4,080 to $5,218). In 1993-94, the average award at public, two-year institutions was about 34 percent of the average award at public, four-year institutions ($1,972 vs $5,851).

- The average size of state aid awards increased by 4.8 percent between 1990-91 and 1993-94. In 1993-94, state aid awards composed about 22 percent of total average awards at public, four-year institutions ($1,296 of $5,851) and about 57 percent of total average awards at public, two-year institutions ($1,129 of $1,972).

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[1]Note, about five million dollars goes to non-public institutions. Also, expenditures and appropriations (page 26) will not match exactly since institutions can carry over money from previous years.

Distribution of State Aid to Categories

	FY 1990-91	FY 1991-92	FY 1992-93	FY 1993-94	% Change FY 91 to FY 94
Colorado Student Incentive Grant	$ 1,733,828	$ 1,919,624	$ 1,995,322	$ 2,010,296	15.9
Undergraduate Need Based	9,828,260	10,075,070	10,965,815	13,808,919	40.5
Undergraduate Merit	7,760,342	8,200,407	8,581,883	8,722,020	12.4
Work Study	9,277,165	9,295,032	9,784,793	10,070,969	8.6
Graduate (Need & Merit)	2,224,294	2,147,852	2,154,918	2,154,918	-3.1
Diversity	1,099,116	1,411,616	1,786,616	2,785,616	153.4
Native Amer. Tuition Assist.	1,280,812	1,607,093	1,862,001	2,198,927	71.7
Categorical Programs	636,289	239,248	243,498	253,414	-60.2
Private School Grant	100,000	...	...	...	-100.0
Part-Time Grant	...	495,925	498,263	744,693	...
Total	33,940,106	35,391,867	37,873,109	42,749,772	26.0

SOURCE: Institutional Financial Reports CCHE

Financial Aid Awards

	FY 1990-91	FY 1991-92	FY 1992-93	FY 1993-94	% Change FY 91 to FY 94
Total Aid Awarded	$403,684,698	$468,231,289	$505,886,779	$580,015,960	43.7
to 4-Yr Public	$241,299,764	$278,914,068	$303,525,823	$364,070,646	50.9
to 2-Yr Public	$40,655,045	$49,139,950	$56,794,403	$58,121,600	43.0
to All Others	$121,729,889	$140,177,271	$145,566,553	$157,823,714	29.7
State Aid	$33,940,106	$35,391,867	$37,873,109	$42,749,772	26.0
to 4-Yr Public	$23,786,043	$24,307,905	$25,700,984	$28,448,599	19.6
to 2-Yr Public	$6,544,588	$7,167,523	$7,829,014	$9,299,007	42.1
to All Others	$3,609,475	$3,916,439	$4,343,111	$5,002,166	38.6
Total Recipients	98,945	106,338	110,275	111,160	12.3
to 4-Yr Public	53,755	57,823	59,471	62,220	15.7
to 2-Yr Public	24,284	27,125	30,092	29,467	21.3
to All Others	20,906	21,390	20,712	19,473	-6.9
State Recipients	28,890	30,147	30,825	34,726	20.2
to 4-Yr Public	18,630	19,072	19,154	21,958	17.9
to 2-Yr Public	6,959	7,157	7,516	8,237	18.4
to All Others	3,301	3,918	4,155	4,531	37.3
Average $ per Award	$4,080	$4,403	$4,588	$5,218	27.9
to 4-Yr Public	$4,489	$4,824	$5,104	$5,851	30.4
to 2-Yr Public	$1,674	$1,812	$1,887	$1,972	17.8
to All Others	$5,823	$6,553	$7,028	$8,105	39.2
Average for State $	$1,175	$1,174	$1,229	$1,231	4.8
to 4-Yr Public	$1,277	$1,275	$1,342	$1,296	1.5
to 2-Yr Public	$940	$1,001	$1,042	$1,129	20.0
to All Others	$1,093	$1,000	$1,045	$1,104	1.0

SOURCE: SURDS Financial Aid Files CCHE

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State Financial Aid Per Resident Full-Time Equivalent

This table is similar to those showing revenue per FTE student. It indicates state financial aid provided by the General Assembly.

Findings:

- Since 1989-90, state financial aid per resident student increased 43.1 percent, from $225 to $323.

- The largest increases were in the Community and Local District Colleges sectors, increasing 70.5 percent and 62.8 percent, respectively. The smallest increase, 27.6 percent, occurred in the Research Universities.

State Financial Aid per Student
(State Financial Aid) / (Resident FTE Students)

	89-90	90-91	91-92	92-93	93-94	% Change 90 to 94
Public Institution Total						
Actual $:	225	253	262	285	323	43.1%
% Change:		12.1%	3.5%	8.9%	13.3%	
State System Summary						
Actual $:	234	261	271	295	333	42.0%
% Change:		11.5%	3.9%	8.8%	12.6%	
Research Universities						
Actual $:	271	293	291	318	346	27.6%
% Change:		7.9%	-.5%	9.1%	9.0%	
Universities and Colleges						
Actual $:	263	291	310	342	385	46.3%
% Change:		10.4%	6.7%	10.2%	12.7%	
Specialized-Medical						
Actual $:	207	258	244	272	304	47.0%
% Change:		24.8%	-5.5%	11.2%	12.1%	
Community Colleges						
Actual $:	144	179	192	206	246	70.5%
% Change:		23.9%	7.3%	7.6%	19.2%	
Local District Colleges						
Actual $:	122	152	148	163	199	62.8%
% Change:		24.1%	-2.4%	9.9%	22.3%	

SOURCE: Financial Aid Allocation Documents CCHE

State Financial Aid Appropriations

This table shows the total state financial aid appropriations to higher education. The support per FTE student shown on the previous table uses these figures divided by total FTE enrollment (shown on page 36).

Findings:

- Statewide, state financial aid appropriations increased 50.4 percent since 1989-90, to $38 million in 1993-94.

- The largest increases occurred in the Community Colleges and Specialized-Medical sectors, up 99.4 percent and 77.1 percent, respectively.

State Financial Aid Appropriations
(data in millions)

	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	% Change '90 to '94
Public Institution Total						
Actual $:	25.2	28.9	30.6	33.7	38.0	50.4%
% Change:		14.4%	6.0%	10.1%	12.6%	
State System Summary						
Actual $:	24.2	27.6	29.3	32.2	36.2	49.8%
% Change:		14.0%	6.2%	10.0%	12.5%	
Research Universities						
Actual $:	8.3	9.1	9.2	9.9	10.9	31.3%
% Change:		9.3%	1.4%	7.7%	10.0%	
Universities and Colleges						
Actual $:	11.6	12.9	13.9	15.3	16.9	45.9%
% Change:		11.3%	7.7%	9.9%	10.7%	
Specialized-Medical						
Actual $:	.4	.5	.6	.6	.8	77.1%
% Change:		27.2%	.7%	14.7%	20.6%	
Community Colleges						
Actual $:	3.8	5.0	5.5	6.3	7.6	99.4%
% Change:		30.8%	11.9%	13.8%	19.8%	
Local District Colleges						
Actual $:	1.1	1.3	1.4	1.5	1.7	62.9%
% Change:		25.3%	2.4%	10.8%	14.6%	

SOURCE: Financial Aid Allocation Documents CCHE

STUDENTS

College Participation Rate

First-time students as a percent of high school graduates is a measure of college participation rate. The following two tables present the number of Colorado public high school graduates by ethnicity for 1988-89 through 1992-93, and the percent of these graduates enrolling in a Colorado public college or university the following fall. Enrollment includes all high school students that attend a public higher education institution (whether or not they are seeking a degree) in the fall following high school graduation.

Findings:

- The number of public high school graduates increased in 1992-93; the first increase since 1988-89.

- Overall participation in Colorado public colleges increased between fall 1992 and fall 1993 from 41.8 percent to 43.4 percent. However, the fall 1993 rate is below the fall 1991 rate of 44 percent. (Note: This does not include Colorado high school graduates that go to college out of state, attend a private college or university in Colorado, or delay college enrollment for one or more semesters after graduating from high school.)

- Participation differs among racial/ethnic groups. Participation of Hispanics, for example, increased each fall from 1989 to 1991, but dropped in 1992 and 1993. During this period, the participation of blacks increased each year. The overall minority participation rate decreased over the last two years.

- The increase in participation rates differs among institutional types. Overall, the participation rate during the five year period was stable at the Research Universities (ranging from 11.1 percent to 11.8 percent), and increased slightly at the Universities and Colleges (16.2 percent to 18.2 percent). The Community Colleges rate dropped slightly over the last two years from 10.9 percent to 9.2 percent.

High School Graduates by Ethnicity

Ethnicity	FY 89	FY 90	FY 91	FY 92	FY 93
Black	1,507	1,387	1,386	1,286	1,356
Nat Amer	203	200	195	222	225
Asian	791	874	834	915	926
Hispanic	4,116	4,016	4,066	4,094	4,247
Minority Total	6,617	6,477	6,481	6,517	6,754
White	28,903	26,490	24,812	24,542	25,085
Total	35,520	32,967	31,293	31,059	31,839

Participation Rate of
First-Time In-State Students
Who Graduated from High School in Previous Year

Ethnicity	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93
Public Institution Total					
Black	23.6%	28.7%	31.5%	32.8%	33.3%
Nat Amer	48.8%	60.0%	64.1%	48.6%	51.1%
Asian	48.9%	49.0%	61.3%	59.5%	58.9%
Hispanic	33.4%	40.1%	42.3%	41.9%	41.3%
Minority Total	33.5%	39.5%	43.1%	42.8%	42.4%
White	40.6%	41.5%	44.2%	41.6%	43.6%
Total	39.3%	41.1%	44.0%	41.8%	43.4%
State System Summary					
Black	22.9%	27.7%	30.2%	31.6%	31.3%
Nat Amer	43.8%	53.5%	55.4%	43.2%	43.6%
Asian	48.4%	48.3%	60.2%	58.0%	58.3%
Hispanic	31.3%	37.1%	38.7%	38.4%	37.4%
Minority Total	31.8%	37.1%	40.1%	40.0%	39.2%
White	36.8%	36.9%	39.7%	37.5%	39.1%
Total	35.9%	36.9%	39.8%	38.0%	39.2%
Research Universities					
Black	6.8%	8.0%	7.4%	5.3%	6.4%
Nat Amer	10.8%	14.5%	11.3%	12.2%	11.6%
Asian	25.5%	25.4%	28.7%	26.1%	23.9%
Hispanic	7.2%	7.9%	8.7%	7.4%	7.8%
Minority Total	9.4%	10.5%	11.1%	9.8%	9.8%
White	12.1%	11.3%	11.9%	11.6%	12.3%
Total	11.6%	11.1%	11.8%	11.2%	11.8%
Universities and Colleges					
Black	9.9%	10.2%	10.3%	13.0%	13.9%
Nat Amer	18.2%	20.0%	21.5%	11.7%	19.1%
Asian	14.0%	14.0%	19.4%	21.4%	21.9%
Hispanic	15.6%	17.4%	16.8%	17.6%	17.4%
Minority Total	14.2%	15.5%	15.9%	17.0%	17.4%
White	16.6%	16.9%	17.4%	16.9%	18.4%
Total	16.2%	16.6%	17.1%	17.0%	18.2%
Community Colleges					
Black	6.2%	9.4%	12.5%	13.3%	11.0%
Nat Amer	14.8%	19.0%	22.6%	19.4%	12.9%
Asian	8.8%	8.9%	12.1%	10.5%	12.5%
Hispanic	8.5%	11.8%	13.2%	13.3%	12.2%
Minority Total	8.2%	11.1%	13.2%	13.1%	12.0%
White	8.1%	8.7%	10.3%	9.0%	8.4%
Total	8.1%	9.2%	10.9%	9.8%	9.2%
Local District Colleges					
Black	.7%	1.0%	1.4%	1.2%	2.1%
Nat Amer	4.9%	6.5%	8.7%	5.4%	7.6%
Asian	.5%	.7%	1.1%	1.4%	.5%
Hispanic	2.1%	3.0%	3.5%	3.5%	3.9%
Minority Total	1.7%	2.4%	2.9%	2.9%	3.2%
White	3.8%	4.6%	4.5%	4.1%	4.5%
Total	3.4%	4.2%	4.2%	3.8%	4.2%

SOURCE: SURDS Enrollment Files and CDE Records CCHE

ACT and SAT Test Scores of First-time Freshmen

ACT and SAT scores of first-time freshmen is one indication of the academic readiness of students to perform college level work. Data is shown for all first-time freshmen who graduated from high school in the previous school year, and who enrolled at one of the twelve Colorado public four-year colleges and universities from fall 1990 through fall 1994. Applicant data is not collected from community colleges. Averages are shown for both Colorado resident (in-state) and non-resident (out-of-state) students. Colorado and national norms are provided to indicate how the average scores compare.

Findings:

- Scores have not changed significantly over the last five years.
- Enrolled in-state students have lower scores than out-of-state students. The difference between in-state and out-of-state students is approximately 2 points on the ACT and 100 points on the SAT.
- Colorado residents that enroll in-state have higher ACT and lower SAT averages than the state norm. This is probably because the SAT is primarily taken by students who intend to enroll in colleges in other states. In contrast, out-of-state students have much higher average scores on both the ACT and SAT tests than the national norms.

State and National Norms

		1990 HS Grads	1991 HS Grads	1992 HS Grads	1993 HS Grads	1994 HS Grads
Colorado	ACT Average	21.4	21.3	21.3	21.3	21.4
	SAT Average	966	969	960	963	969
National	ACT Average	20.6	20.6	20.6	20.7	20.8
	SAT Average	900	896	899	902	902

Average ACT and SAT Scores
for First-Time Enrolled Freshmen

		Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994
Public Institution Total						
In-state	ACT	22.5	22.4	22.5	22.5	22.6
	SAT	908	903	909	907	913
Out-of-State	ACT	24.6	24.4	24.6	24.6	24.8
	SAT	996	992	1,001	1,006	1,008
Research Universities						
In-state	ACT	25.2	24.7	24.9	24.9	24.9
	SAT	1,023	1,006	1,015	1,013	1,011
Out-of-State	ACT	25.7	25.7	25.8	25.9	25.9
	SAT	1,046	1,049	1,054	1,067	1,061
Universities and Colleges						
In-state	ACT	20.7	20.6	20.8	20.8	20.9
	SAT	831	829	836	836	841
Out-of-State	ACT	21.4	21.3	21.2	21.8	21.9
	SAT	860	860	857	878	883

Fall Headcount Student Enrollment

Fall headcount enrollment is a common measure of higher education activity. The following table provides headcount enrollment data for fall 1989 through fall 1993. The table shows total headcount enrollment for in-state (resident) and out-of-state (non-resident) students, for first-time freshmen, all other undergraduates, and for all graduate students.

Findings:

- In-state fall headcount enrollment in 1993 was 6.1 percent above fall 1989 levels, but below fall 1992 levels. Fall 1993 out-of-state headcount was 24.1 percent above fall 1989. The out-of-state headcount was also below the previous year's levels.

- The largest resident (in-state) student enrollment increases were at the Specialized-Medical and Community Colleges sectors, 38.9 percent and 14.8 percent respectively. Part of the increase in the Specialized-Medical group is the result of the pharmacy program transfer from the University of Colorado at Boulder to the University of Colorado - Health Sciences Center.

- While most out-of-state students are enrolled in the Research Universities, out-of-state enrollment increased in all sectors.

- The fall 1993 number of resident (in-state) students entering college for the first time ("1st-time Freshmen") was 16.4 percent below fall 1989. This decrease mirrors the decrease in high school graduates during that period. When the expected increase in high school graduates begins, a similar increase in first time freshmen is expected.

- The number of non-resident (out-of-state) students entering college for the first time ("1st-time Freshmen") reached 6,383 in fall 1992, but dropped this year to 5,508.

- The number of all other in-state undergraduates decreased in fall 1993, the first decrease of the five year period. The out-of-state number increased each fall.

- The number of in-state graduate students decreased for the second year. The number of out-of-state graduate students increased each year.

Fall Headcount Enrollment

	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93	% Change 89 to 93
Public Institution Total						
In-State	156,660	162,447	167,517	168,479	166,215	6.1%
1st-Time Freshmen	26,148	24,030	21,686	21,698	21,868	-16.4%
All Other Undergr	114,399	121,880	128,580	129,682	127,620	11.6%
All Grad. Student	16,113	16,537	17,251	17,099	16,727	3.8%
Out-of-State	21,596	24,527	25,296	27,473	26,796	24.1%
1st-Time Freshmen	4,638	5,302	5,138	6,383	5,508	18.8%
All Other Undergr	13,420	15,256	16,053	16,878	17,009	26.7%
All Grad. Student	3,538	3,969	4,105	4,212	4,279	20.9%
State System Summary						
In-State	135,873	140,290	144,028	145,398	144,831	6.6%
1st-Time Freshmen	24,520	22,252	19,880	19,843	20,161	-17.8%
All Other Undergr	95,240	101,501	106,897	108,456	107,943	13.3%
All Grad. Student	16,113	16,537	17,251	17,099	16,727	3.8%
Out-of-State	20,943	23,025	23,864	25,853	25,064	19.7%
1st-Time Freshmen	4,552	5,012	4,852	6,033	5,138	12.9%
All Other Undergr	12,853	14,044	14,907	15,608	15,647	21.7%
All Grad. Student	3,538	3,969	4,105	4,212	4,279	20.9%
Research Universities						
In-State	34,138	34,656	35,735	35,499	35,738	4.7%
1st-Time Freshmen	4,314	3,771	3,889	3,575	3,870	-10.3%
All Other Undergr	23,676	24,486	24,907	24,851	24,799	4.7%
All Grad. Student	6,148	6,399	6,939	7,073	7,069	15.0%
Out-of-State	13,142	14,113	14,035	14,484	14,237	8.3%
1st-Time Freshmen	2,349	2,480	2,164	2,740	2,238	-4.7%
All Other Undergr	8,052	8,631	8,822	8,677	8,917	10.7%
All Grad. Student	2,741	3,002	3,049	3,067	3,082	12.4%
Universities and Colleges						
In-State	56,408	57,279	57,923	57,330	56,676	.5%
1st-Time Freshmen	7,245	7,033	6,744	6,575	6,974	-3.7%
All Other Undergr	40,311	41,303	42,183	42,086	41,493	2.9%
All Grad. Student	8,852	8,943	8,996	8,669	8,209	-7.3%
Out-of-State	4,367	4,999	5,279	5,814	6,143	40.7%
1st-Time Freshmen	941	1,110	1,130	1,207	1,253	33.2%
All Other Undergr	2,758	3,121	3,321	3,667	3,912	41.8%
All Grad. Student	668	768	828	940	978	46.4%

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Fall Headcount Enrollment

	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93	% Change 89 to 93
Specialized-Medical						
In-State	1,527	1,582	1,905	1,976	2,121	38.9%
All Other Undergr	414	387	589	619	672	62.3%
All Grad. Student	1,113	1,195	1,316	1,357	1,449	30.2%
Out-of-State	148	208	270	262	272	83.8%
All Other Undergr	19	9	42	57	53	178.9%
All Grad. Student	129	199	228	205	219	69.8%
Community Colleges						
In-State	43,800	46,773	48,465	50,593	50,296	14.8%
1st-Time Freshmen	12,961	11,448	9,247	9,693	9,317	-28.1%
All Other Undergr	30,839	35,325	39,218	40,900	40,979	32.9%
Out-of-State	3,286	3,705	4,280	5,293	4,412	34.3%
1st-Time Freshmen	1,262	1,422	1,558	2,086	1,647	30.5%
All Other Undergr	2,024	2,283	2,722	3,207	2,765	36.6%
Local District Colleges						
In-State	20,787	22,157	23,489	23,081	21,384	2.9%
1st-Time Freshmen	1,628	1,778	1,806	1,855	1,707	4.9%
All Other Undergr	19,159	20,379	21,683	21,226	19,677	2.7%
Out-of-State	653	1,502	1,432	1,620	1,732	165.2%
1st-Time Freshmen	86	290	286	350	370	330.2%
All Other Undergr	567	1,212	1,146	1,270	1,362	140.2%

SOURCE: SURDS Enrollment Files CCHE

Full-Time Equivalent (FTE) Student Enrollment

Full-time equivalent (FTE) student enrollment is a measure of the courseloads taken by all students. The following table displays the total full-time equivalent student enrollment over the last five fiscal years.

Findings:

- Although in-state full-time equivalent student enrollment in 1993-94 was 5 percent above 1989-90 levels, this year's level is down from last year. During that same period, out-of-state enrollment increased each year, and currently is 16.8 percent above 1989-90.

- Most of the in-state full-time equivalent student increase was at the Community Colleges, which grew by 17 percent, from 26,308 to 30,769 in-state full-time equivalent students.

- Most out-of-state full-time equivalent students are at the Research Universities, which enrolled 60 percent of the (12,840 of 21,491) out-of-state full-time equivalent students in FY 1993-94.

Full-Time Equivalent (FTE) Student Enrollment

Tuition Status	1989-90	1990-91	1991-92	1992-93	1993-94	% Change 90 to 94
Public Institution Total						
In-State	111,977	114,343	117,077	118,357	117,628	5.0%
% Change:		2.1%	2.4%	1.1%	-.6%	
Out-of-State	18,405	19,784	20,059	21,314	21,491	16.8%
% Change:		7.5%	1.4%	6.3%	.8%	
State System Summary						
In-State	103,219	105,503	107,803	109,003	108,861	5.5%
% Change:		2.2%	2.2%	1.1%	-.1%	
Out-of-State	17,801	19,149	19,463	20,579	20,672	16.1%
% Change:		7.6%	1.6%	5.7%	.5%	
Research Universities						
In-State	30,731	31,117	31,695	31,303	31,611	2.9%
% Change:		1.3%	1.9%	-1.2%	1.0%	
Out-of-State	12,026	12,826	12,650	13,062	12,840	6.8%
% Change:		6.7%	-1.4%	3.3%	-1.7%	
Universities and Colleges						
In-State	44,097	44,491	44,886	44,748	43,971	-.3%
% Change:		.9%	.9%	-.3%	-1.7%	
Out-of-State	3,955	4,308	4,705	5,048	5,297	33.9%
% Change:		8.9%	9.2%	7.3%	4.9%	
Specialized-Medical						
In-State	2,083	2,124	2,263	2,334	2,511	20.5%
% Change:		2.0%	6.6%	3.1%	7.6%	
Out-of-State	580	616	615	627	664	14.6%
% Change:		6.2%	-.2%	2.0%	6.0%	
Community Colleges						
In-State	26,308	27,772	28,958	30,619	30,769	17.0%
% Change:		5.6%	4.3%	5.7%	.5%	
Out-of-State	1,240	1,400	1,494	1,843	1,871	50.9%
% Change:		12.9%	6.7%	23.4%	1.5%	
Local District Colleges						
In-State	8,758	8,840	9,275	9,354	8,767	.1%
% Change:		.9%	4.9%	.9%	-6.3%	
Out-of-State	605	635	596	735	819	35.5%
% Change:		5.1%	-6.2%	23.4%	11.4%	

SOURCE: Student Enrollment Reports CCHE

GRADUATES

Degrees Granted

The number of degrees and certificates granted represents one of the most common measures of outcomes from higher education institutions. The following table provides summary data of the degrees and certificates granted for the last five years.

Findings:

- Certificates, granted primarily by the Community and Local District Colleges, increased statewide by 21.1 percent between FY 1989-90 and FY 1993-94.

- Associate degrees, also granted primarily by the Community and Local District Colleges, increased statewide by 28.7 percent.

- Baccalaureate degrees increased by 11.7 percent. The highest percent increase, 48 percent, occurred in the Specialized-Medical sector[1].

- Master's degrees increased by 18.7 percent over the five years, with the highest increase at the Specialized-Medical sector (66.4 percent).

- The number of first professional degrees awarded decreased in 1993-94, the first decrease during the five-year period.

- Doctor's degrees awarded in 1993-94, which are awarded primarily by the Research Universities, were 13.3 percent above FY 1989-90 levels. Doctor's degrees awarded by the Universities and Colleges, decreased by 13 percent (100 in 1989-90 compared to 87 in 1993-94).

[1]This increase is primarily due to the transfer of the Pharmacy program from the Boulder campus to the Health Sciences Center campus of the University of Colorado.

Degrees Granted

Degree Level	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94	% Change 90 to 94
Public Institution Total						
Certificate	2,191	2,199	2,487	2,585	2,653	21.1%
Associate	3,870	4,116	4,385	4,589	4,981	28.7%
Bachelor's	14,126	14,189	14,870	15,877	15,782	11.7%
Master's	3,886	3,912	4,257	4,571	4,611	18.7%
First Prof.	419	425	441	444	438	4.5%
Doctor's	579	592	577	647	656	13.3%
State System Summary						
Certificate	1,702	1,758	1,844	1,965	2,082	22.3%
Associate	2,944	3,160	3,481	3,590	3,972	34.9%
Bachelor's	14,126	14,189	14,870	15,877	15,782	11.7%
Master's	3,886	3,912	4,257	4,571	4,611	18.7%
First Prof.	419	425	441	444	438	4.5%
Doctor's	579	592	577	647	656	13.3%
Research Universities						
Bachelor's	7,295	7,352	7,649	8,161	8,066	10.6%
Master's	1,749	1,867	1,955	2,024	2,108	20.5%
First Prof.	260	268	278	282	278	6.9%
Doctor's	464	496	482	528	531	14.4%
Universities and Colleges						
Certificate	64	46	65	57	47	-26.6%
Associate	194	216	220	189	177	-8.8%
Bachelor's	6,633	6,622	6,946	7,462	7,423	11.9%
Master's	2,030	1,939	2,142	2,364	2,325	14.5%
Doctor's	100	79	64	86	87	-13.0%
Specialized-Medical						
Bachelor's	198	215	275	254	293	48.0%
Master's	107	106	160	183	178	66.4%
First Prof.	159	157	163	162	160	.6%
Doctor's	15	17	31	33	38	153.3%
Community Colleges						
Certificate	1,638	1,712	1,779	1,908	2,035	24.2%
Associate	2,750	2,944	3,261	3,401	3,795	38.0%
Local District Colleges						
Certificate	489	441	643	620	571	16.8%
Associate	926	956	904	999	1,009	9.0%

SOURCE: SURDS Degrees Granted Files CCHE

Degree Recipients by Ethnicity

The ethnicity of graduates is an indication of whether access to college is available for all students. The following table lists the number of graduates by degree level and ethnicity over the last five years.

Findings:

- The number of minority graduates increased at all degree levels between 1989-90 and 1993-94. The number of baccalaureate degrees awarded to minorities increased by 547, while certificate/associate and graduate degrees increased by 579 and 139, respectively.
- Minorities received a higher proportion of certificate and associate degrees (19.4 percent) in 1993-94 than baccalaureate (11.7 percent) or graduate (7.6 percent) degrees.
- Although the number and percentage share of undergraduate degrees earned by minorities increased in 1993-94, the minority graduate share decreased from 7.7 percent to 7.6 percent.

Ethnicity of Graduates

Degree Level	Ethnicity	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94
Public Institution Total						
Cert/Assoc	Total Graduates	6,061	6,315	6,872	7,174	7,634
	Total Minorities	901	1,014	1,063	1,197	1,480
	Minority	14.9%	16.1%	15.5%	16.7%	19.4%
Bachelor	Total Graduates	14,126	14,189	14,870	15,877	15,782
	Total Minorities	1,298	1,389	1,455	1,693	1,845
	Minority	9.2%	9.8%	9.8%	10.7%	11.7%
Graduate	Total Graduates	4,884	4,929	5,275	5,662	5,705
	Total Minorities	296	319	365	434	435
	Minority	6.1%	6.5%	6.9%	7.7%	7.6%
State System Summary						
Cert/Assoc	Total Graduates	4,646	4,918	5,325	5,555	6,054
	Total Minorities	813	905	949	1,050	1,313
	Minority	17.5%	18.4%	17.8%	18.9%	21.7%
Bachelor	Total Graduates	14,126	14,189	14,870	15,877	15,782
	Total Minorities	1,298	1,389	1,455	1,693	1,845
	Minority	9.2%	9.8%	9.8%	10.7%	11.7%
Graduate	Total Graduates	4,884	4,929	5,275	5,662	5,705
	Total Minorities	296	319	365	434	435
	Minority	6.1%	6.5%	6.9%	7.7%	7.6%

Ethnicity of Graduates

Degree Level	Ethnicity	FY 89-90	FY 90-91	FY 91-92	FY 92-93	FY 93-94
Research Universities						
Bachelor	Total Graduates	7,295	7,352	7,649	8,161	8,066
	Total Minorities	492	559	590	721	765
	Minority	6.7%	7.6%	7.7%	8.8%	9.5%
Graduate	Total Graduates	2,473	2,631	2,715	2,834	2,917
	Total Minorities	139	150	189	216	223
	Minority	5.6%	5.7%	7.0%	7.6%	7.6%
Universities and Colleges						
Cert/Assoc	Total Graduates	258	262	285	246	224
	Total Minorities	26	23	20	22	19
	Minority	10.1%	8.8%	7.0%	8.9%	8.5%
Bachelor	Total Graduates	6,633	6,622	6,946	7,462	7,423
	Total Minorities	787	809	836	921	1,026
	Minority	11.9%	12.2%	12.0%	12.3%	13.8%
Graduate	Total Graduates	2,130	2,018	2,206	2,450	2,412
	Total Minorities	139	138	145	171	176
	Minority	6.5%	6.8%	6.6%	7.0%	7.3%
Specialized-Medical						
Bachelor	Total Graduates	198	215	275	254	293
	Total Minorities	19	21	29	51	54
	Minority	9.6%	9.8%	10.5%	20.1%	18.4%
Graduate	Total Graduates	281	280	354	378	376
	Total Minorities	18	31	31	47	36
	Minority	6.4%	11.1%	8.8%	12.4%	9.6%
Community Colleges						
Cert/Assoc	Total Graduates	4,388	4,656	5,040	5,309	5,830
	Total Minorities	787	882	929	1,028	1,294
	Minority	17.9%	18.9%	18.4%	19.4%	22.2%
Local District Colleges						
Cert/Assoc	Total Graduates	1,415	1,397	1,547	1,619	1,580
	Total Minorities	88	109	114	147	167
	Minority	6.2%	7.8%	7.4%	9.1%	10.6%

SOURCE: SURDS Degrees Granted Files CCHE

Completion Rates

Completion of a degree after a set period of time is one measure of academic performance.

Two-Year Programs

The first set of tables report the percentages of Colorado students starting full-time in a degree or certificate program at a public two-year program who complete a two-year degree or certificate at any Colorado institution, or who transfer to a Colorado four-year college or university, after two, three, four, five, or six years. Data is reported for the classes starting in fall 1986 through fall 1990. The percentage of students who complete a degree or certificate and/or transfer is shown. For example, of the 3,098 total students starting as full-time students in the fall 1986 class, 22.6 percent had graduated and/or transferred after two years, and 38.1 percent had graduated and/or transferred after six years. Currently available data allows the classes of fall 1986 and 1987 to be tracked for six years, 1988 for five years, 1989 for four years, and 1990 for four years[1].

Findings:

- Completion rates (certificate, associate degree, or transfer to a four-year institution) for full-time, degree-seeking students starting in two-year programs have remained fairly stable, at about 34 percent after three years.

- There continue to be large differences between completion rates for minority students and whites, with the comparable three-year rates at 27 percent, 28.1 percent, and 24.5 percent for blacks, native Americans, and Hispanics, respectively. These rates have increased for blacks, up from 15.8 percent for the fall 1986 class, but have remained fairly constant for all other groups.

- The completion rate after three years is approximately 9 percent higher than the rate after two years (about 25 percent). After three years, about 2 percent per year complete, for a six year rate of 44.3 percent for the fall 1987 class.

- Although the percentages of students completing a degree and/or transferring after 3 years are higher for the fall 1987 and fall 1988 classes compared to fall 1986, the rates have dropped for the fall 1989 and fall 1990 classes.

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[1]Data for Colorado Mountain College, Morgan Community College, Northeastern Junior College, and Trinidad State Junior College was not available for the fall 1986 class. All state system community colleges are represented in subsequent years. Data is available through spring 1994 graduates, but not for fall 1994 enrollments.

Percent Receiving a Two-Year Degree or Certificate and/or Transferring
for In-State, Degree-Seeking Students Enrolling Full-Time
in Their First Term
at Institutions with Two-Year Programs

Public Institution Total

Ethnicity	Fall	Size of Class	Results After: 2 Years	3 Years	4 Years	5 Years	6 Years
Black	86	120	8.3	15.8	15.0	20.8	20.8
	87	170	11.8	20.6	22.9	24.1	26.5
	88	158	17.1	23.4	27.8	29.7	
	89	210	16.2	21.4	23.8		
	90	259	20.1	27.0			
Nat Amer	86	47	25.5	29.8	31.9	38.3	40.4
	87	61	16.4	27.9	26.2	34.4	31.1
	88	71	21.1	29.6	33.8	38.0	
	89	93	21.5	43.0	43.0		
	90	114	18.4	28.1			
Asian	86	96	14.6	22.9	31.3	31.3	33.3
	87	88	20.5	33.0	38.6	40.9	46.6
	88	86	30.2	40.7	44.2	45.3	
	89	123	33.3	39.8	43.1		
	90	154	29.9	39.6			
Hispanic	86	441	17.5	24.9	27.4	29.3	29.0
	87	553	19.3	25.5	28.4	31.1	32.5
	88	736	24.0	31.9	34.4	36.4	
	89	917	17.6	23.4	26.9		
	90	917	16.7	24.5			
White	86	2,394	24.5	33.3	36.7	39.3	40.8
	87	3,317	31.5	41.1	44.3	46.1	47.3
	88	3,427	29.1	38.8	42.1	44.1	
	89	4,381	27.0	36.3	40.1		
	90	4,221	26.2	35.7			
Total	86	3,098	22.6	31.1	34.3	36.9	38.1
	87	4,189	28.6	37.9	41.0	42.9	44.3
	88	4,478	27.8	37.0	40.3	42.3	
	89	5,724	25.2	33.9	37.5		
	90	5,665	24.4	33.4			

Percent Receiving a Two-Year Degree or Certificate and/or Transferring for In-State, Degree-Seeking Students Enrolling Full-Time in Their First Term at Institutions with Two-Year Programs

State System Summary

Ethnicity	Fall	Size of Class	Results After: 2 Years	3 Years	4 Years	5 Years	6 Years
Black	86	113	8.0	13.3	12.4	18.6	18.6
	87	144	11.1	19.4	21.5	22.9	25.0
	88	141	14.9	22.7	27.7	29.1	
	89	192	16.1	21.4	23.4		
	90	240	17.9	25.0			
Nat Amer	86	42	26.2	28.6	31.0	38.1	40.5
	87	52	17.3	30.8	28.8	34.6	30.8
	88	56	17.9	25.0	26.8	30.4	
	89	69	17.4	39.1	39.1		
	90	93	17.2	24.7			
Asian	86	91	13.2	22.0	30.8	30.8	33.0
	87	81	18.5	32.1	37.0	39.5	44.4
	88	76	28.9	39.5	43.4	44.7	
	89	114	33.3	39.5	43.0		
	90	138	29.7	38.4			
Hispanic	86	377	17.0	23.9	26.5	28.1	28.1
	87	485	19.4	24.7	27.8	30.7	32.0
	88	621	23.7	31.9	34.1	36.6	
	89	774	17.6	23.6	26.9		
	90	781	17.2	25.1			
White	86	2,075	22.6	30.3	33.5	36.3	37.6
	87	2,348	26.7	36.9	40.3	42.4	43.7
	88	2,461	25.3	34.5	38.4	40.8	
	89	3,263	23.6	32.9	36.7		
	90	3,224	24.3	33.7			
Total	86	2,698	20.9	28.4	31.5	34.2	35.4
	87	3,110	24.5	34.0	37.2	39.5	40.8
	88	3,355	24.5	33.5	37.1	39.5	
	89	4,412	22.4	31.1	34.6		
	90	4,476	22.7	31.7			

Percent Receiving a Two-Year Degree or Certificate and/or Transferring
for In-State, Degree-Seeking Students Enrolling Full-Time
in Their First Term
at Institutions with Two-Year Programs

Local District Colleges

Ethnicity	Fall	Size of Class	Results After: 2 Years	3 Years	4 Years	5 Years	6 Years
Black	86	7	14.3	57.1	57.1	57.1	57.1
	87	26	15.4	26.9	30.8	30.8	34.6
	88	17	35.3	29.4	29.4	35.3	
	89	18	16.7	22.2	27.8		
	90	19	47.4	52.6			
Nat Amer	86	5	20.0	40.0	40.0	40.0	40.0
	87	9	11.1	11.1	11.1	33.3	33.3
	88	15	33.3	46.7	60.0	66.7	
	89	24	33.3	54.2	54.2		
	90	21	23.8	42.9			
Asian	86	5	40.0	40.0	40.0	40.0	40.0
	87	7	42.9	42.9	57.1	57.1	71.4
	88	10	40.0	50.0	50.0	50.0	
	89	9	33.3	44.4	44.4		
	90	16	31.3	50.0			
Hispanic	86	64	20.3	31.3	32.8	35.9	34.4
	87	68	19.1	30.9	32.4	33.8	36.8
	88	115	26.1	32.2	35.7	35.7	
	89	143	17.5	22.4	27.3		
	90	136	14.0	21.3			
White	86	319	36.7	53.0	57.1	58.6	61.8
	87	969	42.9	51.3	54.1	55.1	55.9
	88	966	38.8	49.8	51.7	52.6	
	89	1,118	36.9	46.1	50.0		
	90	997	32.7	42.1			
Total	86	400	33.5	49.3	52.8	54.5	56.8
	87	1,079	40.5	49.0	51.8	53.0	54.1
	88	1,123	37.4	47.6	49.8	50.8	
	89	1,312	34.5	43.3	47.3		
	90	1,189	30.6	40.0			

Four-Year Programs

The next set of tables report the percentages of students starting full-time in a degree program at a four-year college or university who complete a baccalaureate degree at any Colorado public institution after four, five, or six years. Currently available data allows the class starting in fall 1990 to be tracked for four years and the fall 1989 class for five years.

Findings:

- Graduation rates for students starting in a baccalaureate degree program (includes only completion of the degree, not transfers) have remained stable or decreased for the fall 1986 through fall 1990 entering classes of full-time, first-time freshmen. The graduation rate after four years dropped from 18.8 percent statewide to 16.8 percent and the rate after five years dropped from 44.2 percent to 41.6 percent. The rate after six years, however, remained fairly constant at almost 53 percent.

- There also continue to be large differences between the graduation rates for whites and most minority groups, though the rates for blacks and native Americans have increased somewhat. Comparing the rates after six years for the fall 1988 class, blacks are at 30.3 percent, native Americans at 41.1 percent, Hispanics at 36.9 percent, Asians at 52 percent, and whites at 55.5 percent.

- More students take five years than four years to complete a baccalaureate degree. The four-year rates are under 20 percent, the five year rates are all over 40 percent. About 9 percent additional completions are reported after six years.

- The Research University Sector has much higher graduation rates after four, five, or six years than the University and College Sector[1]: about 68 percent after six years compared to about 40 percent.

[1]This is primarily due to the higher admission standards at the Research Universities.

Percents Receiving a Four-Year Degree
for In-State, Degree-Seeking Freshman Enrolling Full-Time in Their First Term
at Colorado Four-Year Colleges and Universities

State System Summary

Ethnicity	Fall	Size of Class	Results After: 4 Years	5 Years	6 Years
Black	86	200	6.0	19.0	24.5
	87	218	3.7	19.3	33.5
	88	261	6.9	21.1	30.3
	89	275	8.4	24.7	
	90	276	7.2		
Nat Amer	86	85	8.2	27.1	35.3
	87	77	14.3	35.1	41.6
	88	95	7.4	30.5	41.1
	89	107	5.6	32.7	
	90	99	10.1		
Asian	86	293	22.2	46.1	53.9
	87	329	17.6	45.0	55.0
	88	373	15.0	41.8	52.0
	89	366	14.2	41.0	
	90	409	13.4		
Hispanic	86	758	10.8	30.1	38.4
	87	883	10.4	28.4	38.2
	88	989	8.3	28.0	36.9
	89	1,047	8.0	27.7	
	90	1,077	7.5		
White	86	7,715	19.9	46.3	55.2
	87	8,369	18.6	44.7	54.2
	88	8,479	18.6	46.0	55.5
	89	8,300	17.6	44.1	
	90	7,537	18.7		
Total	86	9,051	18.8	44.2	52.9
	87	9,876	17.4	42.6	52.2
	88	10,197	17.0	43.3	52.8
	89	10,095	16.1	41.6	
	90	9,398	16.8		

Percents Receiving a Four-Year Degree
for In-State, Degree-Seeking Freshman Enrolling Full-Time in
Their First Term
at Colorado Four-Year Colleges and Universities

Research Universities

Ethnicity	Fall	Size of Class	Results After: 4 Years	5 Years	6 Years
Black	86	80	8.8	30.0	37.5
	87	100	5.0	25.0	45.0
	88	118	5.1	26.3	35.6
	89	107	11.2	33.6	
	90	114	13.2		
Nat Amer	86	33	9.1	36.4	42.4
	87	22	31.8	63.6	68.2
	88	42	7.1	35.7	47.6
	89	41	4.9	56.1	
	90	37	10.8		
Asian	86	172	30.2	59.3	67.4
	87	212	24.1	54.7	64.2
	88	234	19.7	53.0	62.8
	89	212	20.8	52.4	
	90	237	19.4		
Hispanic	86	270	16.3	43.7	53.0
	87	296	14.5	41.6	53.0
	88	342	13.5	42.1	51.5
	89	327	11.0	41.0	
	90	328	12.8		
White	86	3,616	27.3	61.4	69.6
	87	3,651	27.2	61.6	70.4
	88	3,666	25.9	62.1	71.6
	89	3,488	26.8	61.7	
	90	2,964	29.9		
Total	86	4,171	26.2	59.3	67.6
	87	4,281	25.6	59.0	68.3
	88	4,402	23.9	58.8	68.4
	89	4,175	24.6	58.9	
	90	3,680	27.0		

Percents Receiving a Four-Year Degree
for In-State, Degree-Seeking Freshman Enrolling Full-Time in
Their First Term
at Colorado Four-Year Colleges and Universities

Universities and Colleges

Ethnicity	Fall	Size of Class	Results After: 4 Years	5 Years	6 Years
Black	86	120	4.2	11.7	15.8
	87	118	2.5	14.4	23.7
	88	143	8.4	16.8	25.9
	89	168	6.5	19.0	
	90	162	3.1		
Nat Amer	86	52	7.7	21.2	30.8
	87	55	7.3	23.6	30.9
	88	53	7.5	26.4	35.8
	89	66	6.1	18.2	
	90	62	9.7		
Asian	86	121	10.7	27.3	34.7
	87	117	5.0	27.4	38.5
	88	139	7.2	23.0	33.8
	89	154	5.2	25.3	
	90	172	5.2		
Hispanic	86	488	7.8	22.5	30.3
	87	587	8.3	21.8	30.7
	88	647	5.6	20.6	29.2
	89	720	6.7	21.7	
	90	749	5.2		
White	86	4,099	13.4	33.0	42.5
	87	4,718	11.9	31.7	41.7
	88	4,813	12.9	33.8	43.3
	89	4,812	10.9	31.3	
	90	4,573	11.5		
Total	86	4,880	12.5	31.2	40.3
	87	5,595	11.2	30.1	40.0
	88	5,795	11.8	31.6	41.0
	89	5,920	10.0	29.5	
	90	5,718	10.2		

Graduate and Professional School Exams

Performance of Colorado graduates on graduate and professional school exams is a measure of the academic outcome of education provided by colleges and universities. The following tables report the most recent available Graduate Record, Colorado Bar, CPA, Registered Nurses, and Practical Nurses exam data. National average data are also reported for comparison when available.

Findings:

- University of Colorado graduates had a higher passing percentage (95.2 percent) on the July 1994 Colorado Bar Examination than the average of all candidates (86.5 percent).
- Average GRE scores from 1988-89 to 1991-92 of Colorado graduates have generally been higher than the national average. In 1992-93, however, Colorado graduates were below the national norms for the verbal and quantitative tests.
- Colorado graduates who were first time candidates on the uniform CPA examination exceeded the national average for each of the exam areas.
- Colorado graduates had a higher passing percentage than the national average on the Licensure Examination for Registered Nurses from 1990 to 1993. In 1994, the Colorado average was below the national average.
- Community and Local District College graduates had a higher passing percentage than the national average on the Licensure Examination for Practical Nurses over the last five years.

Colorado Bar Examination
Pass/Fail Rates for
First Time Candidates

Law School	Exam Date	# Candidates	% Passing
University of Colorado	July 1991	112	90.2
	July 1992	117	94.0
	July 1993	113	92.0
	July 1994	105	95.2
All Candidates	July 1991	493	83.8
	July 1992	540	86.7
	July 1993	574	83.0
	July 1994	631	86.5

SOURCE: Statistical Information Reports, State Board of Examiners

GRE Data Reported by Colorado Graduates

	Year	# Examinees	General Test		
			Verbal	Quantitative	Analytical
National Norms	1988-89	...	496	559	552
	1989-90	...	497	562	555
	1990-91	...	500	572	562
	1991-92	...	499	571	563
	1992-93	...	497	568	562
State System Summary[1]	1988-89	739	518	586	581
	1989-90	997	509	573	579
	1990-91	1,136	512	576	580
	1991-92	1,223	503	562	567
	1992-93	1,275	495	564	576
Research Universities	1988-89	589	523	596	593
	1989-90	794	516	592	594
	1990-91	889	518	591	592
	1991-92	813	514	585	588
	1992-93	948	501	583	590
Universities and Colleges	1988-89	150	498	544	534
	1989-90	203	480	497	518
	1990-91	247	490	521	536
	1991-92	410	480	518	526
	1992-93	327	477	510	533

SOURCE: GRE Undergraduate Institution Summary Statistics Reports

[1]The reported data is not necessarily representative of students that took the GRE or graduates of a particular school. Some students do not report their undergraduate institution when taking the GRE test, therefore, the data reported do not include all students graduating from Colorado public institutions that took the GRE in the referenced year.

Uniform CPA Examination
First Time Candidates

	Year	# Candidates	Percent Passing			
			Auditing	Law	Theory	Practice
National Average	1989	51,504	29.7	29.9	33.0	32.9
	1990	47,807	29.4	30.5	31.6	31.5
	1991	53,763	28.5	28.8	32.4	31.7
	1992	64,255	32.8	34.7	33.2	34.1
	1993	53,983	30.0	30.6	33.9	33.8
State System Summary	1989	466	34.2	39.4	42.6	43.1
	1990	447	31.6	34.1	36.8	35.5
	1991	545	35.3	37.9	40.3	36.1
	1992	762	37.8	40.5	39.3	41.9
	1993	437	36.3	36.9	40.8	43.3
Research Univ.	1989	176	37.0	42.0	45.3	47.7
	1990	166	35.3	41.4	39.8	34.2
	1991	184	43.3	47.2	49.2	40.7
	1992	296	42.7	43.7	41.3	44.0
	1993	174	48.5	44.5	46.0	50.9
Univ./Colleges	1989	290	32.6	37.9	41.0	40.3
	1990	281	29.4	29.8	35.1	36.3
	1991	361	31.2	33.1	35.7	33.8
	1992	466	34.7	38.5	38.1	40.5
	1993	263	28.1	31.8	37.4	38.3

SOURCE: CPA Candidate Performance on the Uniform CPA Examination, National Association of State Boards of Accountancy

National Council Licensure Examination for Registered Nurses[1]
First Time Candidates

	Year	# Candidates	% Passing
National Average	1990	65,997	90.7
	1991	72,479	91.2
	1992	81,450	92.4
	1993	86,074	91.2
	1994	25,816	93.5
State System Summary	1990	598	93.0
	1991	689	92.9
	1992	707	94.6
	1993	779	93.2
	1994	312	92.9
Univ./Colleges	1990	124	96.8
	1991	150	94.0
	1992	188	93.1
	1993	204	91.7
	1994	90	93.3
Specialized Medical	1990	106	90.6
	1991	108	89.8
	1992	109	94.5
	1993	108	97.2
	1994	21	95.2
Community Colleges	1990	368	92.4
	1991	431	93.3
	1992	410	95.4
	1993	467	92.9
	1994	201	92.5

SOURCE: National Council Licensure Examination for Registered Nurses Summary Reports.

[1]Effective April 1, 1994 testing procedures and reporting were changed. Data for FY 1994 only includes data for the fourth quarter.

National Council Licensure Examination for Practical Nurses[1]
First Time Candidates

	Year	# Candidates	% Passing
National Average	1990	42,191	88.0
	1991	46,949	87.9
	1992	49,134	89.6
	1993	51,980	89.4
	1994	15,103	90.9
Public Total	1990	250	96.4
	1991	268	96.6
	1992	328	97.9
	1993	348	89.9
	1994	86	95.3
Community Colleges	1990	229	96.9
	1991	246	96.3
	1992	307	98.0
	1993	325	90.8
	1994	86	95.3
Local District Colleges	1990	21	90.5
	1991	22	100.0
	1992	21	95.2
	1993	23	78.3
	1994	...	...

SOURCE: National Council Licensure Examination for Practical Nurses Summary Reports.

[1]Effective April 1, 1994 testing procedures and reporting were changed. Data for FY 1994 only includes data for the fourth quarter.

FUTURE TRENDS

This section of the *Scorecard* differs from the earlier sections in that it provides a brief summary of projected future trends. These projections are estimates, based on data currently available and on attendance decisions of students over the past couple of years.

High School Graduate Projections

Using data provided by the Colorado Department of Education, the Commission projects public high school graduates.

Findings:

- The most recent projection shows a 9,000 student increase between 1994 and 2000, a growth of almost 30 percent.

- The largest increases are projected for 1997 and 1998.

Projection of Colorado Public High School Graduates

Group	1994	1995	1996	1997	1998	1999	2000
HS Graduates	31,867	33,235	33,899	35,613	38,018	39,330	41,252

SOURCE: CCHE Projections CCHE

Population Projections

The Commission also obtains projections of the Colorado population from the State Demographer. The most recently available projections were from December 1994. They are summarized by five age groups.

Findings:

- Growth is not projected to increase uniformly across age groups. In particular, an absolute decline in persons aged 30 to 39 is forecast by 2000.

Projection of Colorado Population, by Selected Age Groups
(in thousands)

Group	1994	1995	1996	1997	1998	1999	2000
17 -- 24	440	452	464	479	488	494	503
25 -- 29	225	212	207	208	218	225	232
30 -- 39	673	670	657	638	614	592	569
40 -- 54	765	805	844	884	918	951	984
55 -- 64	279	288	297	308	324	340	357

SOURCE: Colorado State Demographer CCHE

Enrollment Demand Projections

Using the demographic projections, and looking at attendance patterns, participation rates, and graduation and retention rates, the CCHE has produced projections of student demand by institutional sector. These projections are included in the following table.

Findings:

- Growth in demand is projected to occur, but not evenly throughout the system. The greatest increase in demand is projected for the Universities and Colleges (11,000 more FTE) and Research Universities (7,000 more FTE). Increases in demand are forecast to be less at the Community Colleges (plus 5,000 FTE) and Local District Colleges (plus 1,000 FTE).

- The differential projections are a result of the types of students who historically enroll. The four-year colleges have far more traditional first-time freshmen, a group projected to increase by almost 30 percent, while community colleges have a larger adult population, which is not projected to increase as much.

- The greatest growth is also projected to take place towards the end of the planning period, starting in 1997-98, with more moderate growth in earlier years.

Projection of Demand[1]
for In-State FTE Enrollment
(in thousands)

Sector	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Public Institution Total	117.6	117.5	120.5	122.6	127.2	133.3	136.8	141.7
State System Summary	108.9	108.9	111.8	113.7	118.1	124.0	127.2	132.0
Research Universities	31.6	31.5	30.8	31.4	33.0	35.1	36.3	38.0
Universities and Colleges	44.0	44.2	46.4	47.3	49.3	52.1	53.6	55.8
Specialized-Medical	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Community Colleges	30.8	30.8	32.1	32.6	33.4	34.3	34.9	35.7
Local District Colleges	8.8	8.6	8.7	8.8	9.1	9.4	9.6	9.8

SOURCE: Colorado State Demographer CCHE

[1]Actual reported enrollment for 1993-94, estimate for 1994-95 based on fall 1994 census, projections for 1995-96 through 2000-01.

NOTES AND COMMENTS

Sector Groupings

Data is reported for a public institution total, local district colleges, state system summary, and by four institutional sector groupings (under the state system summary):

(1) Research Universities -- Colorado School of Mines, Colorado State University, and University of Colorado at Boulder;

(2) Universities/Colleges -- Adams State College, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, University of Southern Colorado, and Western State College;

(3) Specialized Medical -- the Colorado State University Professional Veterinary Medicine and the University of Colorado Health Sciences Center;

(4) Community Colleges -- Arapahoe Community College, Community College of Aurora, Community College of Denver, Front Range Community College, Lamar Community College, Morgan Community College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College, and Trinidad State Junior College; and

(5) Local District Colleges -- Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College.

Years of Data Reported

Multiple years of data are reported where possible. Most tables start with 1989-90 data and go through 1993-94. Some national comparison data is only available for limited years. All financial data is expressed in actual dollars. This is a change from previous years, where financial data was reported in both actual and inflation-adjusted (constant CPI 1994) dollars. The Supplemental Data report for the *Scorecard* includes the adjusted data.

Definitions

Actual Dollars -- the dollars actually appropriated or spent in a given fiscal year.

ACT Test -- a test administered by the American College Testing Program, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

Associate Degree -- a degree that normally requires at least two but less than four years of full-time equivalent college work.

Asian -- a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Bachelor's Degree -- a degree that normally requires at least four but not more than five years of full-time equivalent college-level work.

Black -- a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Certificate -- an award given after the completion of an organized program of study at the postsecondary level of instruction, that may require from one to three years, but that is less than an associate degree.

Doctor's -- a degree that normally requires work at the graduate level that terminates in a Doctor's degree. The doctor's degree classification includes such degrees as Doctor of Education and the Ph.D. degree in any field.

First-Time Freshmen -- new enrolling students who have never previously attended a postsecondary institution.

First-professional -- a degree that normally requires completion of a program that meets all three of the following: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entrance to the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

Full-Time Equivalent (FTE) Student -- one FTE equals 30 credit hours; based on the general principle that a full-time student would take about 15 hours per semester and enroll for two semesters per academic year.

Graduate I -- enrolled in a Master's Degree program, or less than 30 credit hours towards a Doctor's Degree.

Graduate II -- 30 or more credit hours towards a Doctor's degree.

Headcount Student Enrollment -- students enrolled, regardless of the number of courses being taken.

Hispanic -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

In-State -- students that meet statutory requirements for in-state tuition and state general fund support; typically, their tuition charges approximate about 25 percent of their full cost of instruction.

Master's -- a degree that requires the successful completion of a program of study of at least the full-time-equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Native American -- an American Indian or Alaskan Native, having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Non-Resident Alien -- a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence, are reported in the appropriate racial/ethnic categories along with United States citizens.

Non-Resident Student -- students that don't meet statutory requirements for in-state tuition (for example, have lived in Colorado for less than one year) and who don't receive state general fund support; typically, their tuition charges equal or exceed their full cost of instruction.

Out-of-State -- students that don't meet statutory requirements for in-state tuition (for example, have lived in Colorado for less than one year) and who don't receive state general fund support; typically, their tuition charges equal or exceed their full cost of instruction.

Resident Student -- students that meet statutory requirements for in-state tuition and state general fund support; typically, their tuition charges approximate about 25 percent of their full cost of instruction.

SAT Test -- a test administered by the Educational Testing Service, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

SURDS -- Student Unit-Record Data System, institutional data reported to the Colorado Commission on Higher Education by the institutions since 1986, includes data on enrollment, applications, degrees granted, and financial aid.

Vocational -- enrolled in a vocational two-year degree (AAS) or vocational certificate program, differentiated from freshmen or sophomore status, which is defined as enrolled in an academic degree program.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Data Sources

Budget Request Documents -- Each institution submits budget request documents in the fall that contain actual expenditure data for the previous year. These have served as the source for much of the financial data and for the student faculty ratios.

CDE High School Graduation Reports -- High school graduates by racial/ethnic status are from reports produced by the Colorado Department of Education.

Cohort Tracking System -- A database system, developed by the Commission, used to track groups of students (with a common statistical factor) across time and institutions using data from the Student Unit-Record Data System (SURDS).

CPA Candidate Performance on the Uniform CPA Examination, Annual Editions, National Association of State Boards of Accountancy.

EEO-6 Forms -- The Federal Office of Civil Rights collects data every other year on the racial/ethnic composition of employees in higher education. This data was used in reporting the sex and racial/ethnic composition of full-time faculty. For years that the EEO-6 is not reported, CCHE Summary Reports are distributed and collected to provide the same summary data.

GRE Undergraduate Institution Summary Statistics Report.

Institutional Financial Reports, Colorado Public Higher Education Institutions

Integrated Postsecondary Education Data System (IPEDS) Faculty Salary Data

National Council Licensure Examination for Practical Nurses Summary Reports.

National Council Licensure Examination for Registered Nurses Summary Reports.

Statistical Information Bar Examination.

State Profiles: Financing Public Higher Education, 1978 to 1994, Research Associates of Washington.

Student Enrollment Reports -- Reports submitted by institutions that report on the total number of FTE Students enrolled in the previous fiscal year.

SURDS -- Data is reported by institution from all four Student Unit-Record Data System (SURDS) files: Fall Enrollment, Undergraduate Applicant, Degrees Granted, and Financial Aid.

25th Annual Survey Report, 1993-94 Academic Year, National Association of State Scholarship and Grant Programs (NASSGP).